DOCUMENT RESUME

ED 081 423 JC 730 207

AUTHOR	Earl, Mary
TITLE	Veterans Guidance and Counseling: Suggestions for an Effective Veterans Program for Colleges.
INSTITUTION	California Univ., Los Angeles. Western Center for Veterans Programs.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	72p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Programs; *Counselor Role; *Guidance Counseling; Higher Education; Manuals; Post Secondary Education; Professional Continuing Education; *Resource Materials; *Veterans Education

ABSTRACT

This manual presents a perspective on counseling in veteran's education, and includes information and ideas for colleges to assist veterans in preparing for and entering higher education. The sections of the manual are: The Target Population; Program Objectives and Organization (Functions of Guidance and Counseling, Who Is a Counselor, Counselor Selection and Evaluation, and Continuing Education for Counselors); The Counselor and the Veteran-Student (Initial Contact and interview, and Building Resources for Counseling); Information for Counseling Veterans (Establishing a Referral System; Governmental, Community, and Private Assistance; Documents and Evidence; Placement and Availability of Part-Time Employment; Scholarships and Financial Aids; Student Loans; Budgeting and Financial Management; and Veterans Administration Benefits); Resources for Guidance and Counseling (Library Materials; The Place of Testing in Counseling; Interest, Attitude, and Value Inventories; Materials for Student Self-Inquiry; and Group Guidance and Counseling); and Summary. Appendixes provided Projecting Staff Size, Selected VA Forms and Instructions, and Tests and inventories. Reference materials and community resource directories are included. (DB)

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Veterans Guidance and Counseling

Suggestions for an Effective Veterans Program for Colleges

Published by the
Western Center for Veterans Programs
UCLA Extension
Spring, 1973

JC 730 207

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ED 081423

VETERANS GUIDANCE AND COUNSELING

Suggestions for an Effective Veterans Program for Colleges

Published by the WESTERN CENTER FOR VETERANS PROGRAMS
Department of Daytime Programs and Special Projects
University Extension, University of California, Los Angeles

Funded by the U.S. Department of Health, Education
and Welfare, Office of Education
Education Professions Development Act, Title V-E

Summer 1973

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ACKNOWLEDGEMENTS

The following is a list of the 14 Veterans Upward Bound projects in the western United States. Without the comments, suggestions, and materials they provided us, we would not have had the perspective to produce Veterans Guidance and Counseling.

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PREFACE

The Western Center for Veterans Programs has been funded by the Office of Education as one of five EPDA regional centers to provide consulting and information services for the 14 Veterans Upward Bound projects in the western United States. We have produced Veterans Guidance and Counseling for the use of staff members in these projects who have identified many of the critical issues in counseling veterans and expressed interest in information and ideas to assist in improving and expanding their services.

In addition to the Upward Bound projects, there are many other colleges that are looking for ways to extend their programs to veterans who are at an economic and educational disadvantage. We hope that this manual will also provide ideas for administrators and staff members of such schools, and will assist them in their concentrated efforts to help veterans whose previously unsuccessful experiences with education have led them to believe that higher education is beyond their reach.

In special education projects for veterans, the scope of counseling activities is increasingly determined by the specific needs of veterans returning to civilian life. In many cases, veterans who have successfully reentered civilian life are themselves often asked to assume the unique responsibilities of counselors in these projects. This manual presents a perspective on counseling in veterans' education, and includes information and ideas for colleges that are seeking appropriate ways to assist veterans in preparing for and entering higher education. It reflects, we hope, some of the different characteristics of counseling efforts that serve veterans' education, and provides a view of counseling in this special context that can complement the many standard reference books on guidance and counseling.

Many of the concepts and approaches contained in this manual have been used successfully by veterans' counselors, and portions of the material have been contributed by staff members of the Veterans Upward Bound projects. We would appreciate receiving suggestions from staff members in other projects in order to share information with people involved in assisting veterans prepare for college.

Iolande Chambers

July 30, 1973

Iolande Chambers
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THE TARGET POPULATION

> For every veteran who made plans for what he
> or she would do after leaving the service--
> going to college or getting a particular job--
> and who knows how to use the G.I. Bill benefits,
> there are many veterans with uncertain futures
> and little knowledge of what benefits are
> available to them and where to go for help.
> This manual is written with those people in mind.

With the end of the war in Vietnam, an increasing number of veterans are having to reenter society without enough education to equip them for a successful adjustment to civilian life and a hopeful future. Much of this adjustment can best be accomplished by assisting the veteran to develop the educational and communicative skills required for competition in college and/or the job market.

An institution that seeks to assist veterans through a special educational project may effectively use the tools of guidance and counseling to help them learn the processes of determining goals and making decisions, adjusting to a new life style, and translating academic learning into satisfying and successful school experiences and careers.

Specifically, the group of veterans at whom this guidance and counseling program is directed includes:

1. high school graduates and those who have passed the General Educational Development (GED) test who need refresher courses to overcome academic deficiencies that would keep them from being successful in college;
2. those who have not graduated from high school and do not have a GED; and
3. unemployed and underemployed veterans (including those who may have been discharged 10 or 15 years ago) who had not intended to continue their education because their social, economic, or educational background discouraged or prevented them from doing so.

The ethnic composition of this target group will vary from city to city, from urban to rural region, but the majority will include Blacks from the ghettos, Chicanos and Puerto Ricans from the barrios, Indians from the reservations or inner-city ghettos, Orientals in certain large coastal cities, and those Caucasians who are also from educationally disadvantaged backgrounds.

For many of these veterans, getting a college degree or even a high school diploma has had no relevance to their daily lives or has seemed an impossible goal. The counseling staff has an obligation to recognize and to respond effectively to their unique characteristics and their special problems. Typically:

* most veterans are older and have had different life experiences from those of nonveteran college students and may need special counseling and tutoring; (these experiences may have had the positive effect of making many of these potential students more hard-working and serious about achieving their educational goals than other students);
* veterans from the target population may be afraid of college because of past school failures and the fear of failing again;

* many veterans would prefer making money, because of financial obligations, rather than going to school;
* some veterans who need guidance and counseling services are sensitive to being singled out as having "handicaps," and resent attempts to treat them as "special cases;"
* those veterans who do want to continue in school are not anxious to tackle the paperwork, forms, and red tape involved because they have had their fill of these procedures in the service and distrust bureaucracies in general;
* veterans are concerned with the cost of living and education, especially if they are married and have families;
* veterans face the overall emotional and psychological difficulties of making the transition from regimented military life into a complex, high-powered society where they must make their own decisions regarding the future.

While the guidance and counseling program is primarily aimed at serving physically able Vietnam era veterans who need assistance, there must also be a commitment to disabled and hospitalized veterans and to eligible dependents of servicemen killed or missing in action. The needs of those groups are often neglected although they may be even greater than those of the single veteran.

PROGRAM OBJECTIVES AND ORGANIZATION

Veterans' education projects are intended for veterans whose learning skills have not been fully developed and whose academic and vocational potential, therefore, is not being fully utilized. In order to develop that potential, veterans in general will need assistance in--

1. obtaining access to information about postsecondary education and/or vocational opportunities;
2. improving basic communication and study skills;
3. developing awareness of self-potential; and
4. gaining confidence in their chances for success in acquiring further education.

Although some veterans, while in military service, became determined to change their life patterns by turning to education, the service failed to change many veterans' attitudes regarding their abilities as students. Veterans of today are likely to hold substantially the same attitudes and frustrations as when they entered the service. While some of their needs are due to having been absent from a school and civilian environment, resulting in readjustment problems, many needs existed before they entered the service. In many cases, the lack of a student deferment reflected a person's poor high school record or negative views of personal ability and education in general. Veterans'

education projects, then, are designed to cause a positive change in the aspirations and abilities of veterans who are at an economic and educational disadvantage.

Guidance and counseling, which play a major part in bringing about this change, include all student-related activities outside course work. In projects designed to emphasize veterans' current abilities and allow them to learn at their own rates, there is less of a distinction between classroom-related activities and guidance and counseling.

Any project staff member may be called upon by students for guidance, and, in smaller projects, various staff members may be assigned specific responsibilities for both guidance and counseling. Full-time counselors, however, provide the necessary continuity and abilities that are seldom, if ever, available with the part-time, as-needed counseling approach.

Functions of Guidance and Counseling

For the purposes of meeting veterans' project objectives, guidance and counseling are differentiated as two separate functions with many interrelated areas:

--"Guidance" covers a wide range of student service activities, involving information giving and advising on all facts and resources available to veteran-students: academic requirements, financial aid, part-time employment, and referrals to community services designed to meet basic survival needs.

--"Counseling" refers to the process of helping students understand and resolve personal and interpersonal problems, determine their immediate and long-range goals, plan for future education and vocation, and readjust to the independence and uncertainties of civilian life.

The most common interrelated area in guidance and counseling of

veterans is "advising," which occurs when one person makes a recommendation to another. Advising is used in guidance to convey the staff member's opinions and judgments to a student, but is used limitedly in counseling activities involving the student's exploration and decision making concerning goals and plans. This distinction becomes less clear when a veteran is making specific plans regarding personal goals, prior academic preparation, career aspirations, finances, job responsibilities, and marriage and family matters.

These factors involve the counselor and the student in an continuous process of 1) raising questions, 2) collecting information, 3) considering alternatives, and 4) making decisions in an atmosphere of personal transition and rapid social change. This process requires the guidance and counseling staff to provide the following basic services to veteran-students:

1. information and assistance regarding all V.A. benefits
2. referrals to transportation, housing, legal aid resources, and the entire array of local social and health services
3. counseling for
    - assessing and improving the relationship between ambitions, interests, achievement, and ability
    - developing the ability to acquire and use information for decision making
    - learning the process necessary for achievement: to explore, clarify, plan, and act in terms of educational goals and realities
4. guidance in financial planning and management
5. referral and placement for work-study and part-time employment
6. information and assistance regarding the use of campus facilities and programs

The level of the counselor's specific abilities and experience determines which of these services are provided directly by the program and

which are provided by outside referral resources known to the counselor.

An important additional function of a counselor in a veterans' education project is to be an advocate for veteran-students, by providing accurate information to people in other organizations who may have incomplete or negative views of the Vietnam veterans and their potential.

Who Is a Counselor

For the purpose of this manual, *"veterans' counselor"* refers to anyone assigned the responsibilities of guidance and counseling. In some projects it may be the person with the title "counselor," and in others it may be a number of people sharing the responsibilities in their respective capacities as Outreach workers, teachers, tutors, administrators, and/or counselors.

Counselors and their various functions are supervised by the veterans' education project director, who either assumes responsibility for directing and reviewing all activities or delegates responsibilities for coordination to a head counselor. (For suggestions concerning staff size, see Appendix A, page 53.)

Paraprofessional peer counselors are often veterans who are undergraduates or from the community, and who have histories similar to those of students in the program. They can be effective in helping veteran-students in all areas short of long-term counseling and therapy, such as readjustment to civilian life, and educational, career, and personal counseling--issues that most often trouble veteran-students.

Graduate students who are veterans can be employed to do personal counseling and administer "tests" such as vocational surveys. In addition, projects located in or near a college with a graduate counseling program should find out if graduate students need field work or internship locations.

If so, arrangements can be made of mutual benefit to the project's students and the graduate program.

Counselor Selection and Evaluation

The role of a veterans' counselor is primarily determined by the needs of the veteran-students. As the range of student needs changes and increases, a counselor must be prepared to provide a nearly endless variety of services. Before selecting a counselor, the project director should clearly understand the specific responsibilities of the position and define the counselor's relationship to other staff positions and functions. If the counselor's role and function are defined at the outset, both the project director and applicant can better determine how appropriate the person is for the job.

An important exception to this approach is a situation in which the project director would like to make better use of the abilities of a person already employed by the project in another capacity. In that case the person's unique interests and skills will define the position. In any event, a counselor's role must be defined according to each project's needs.

Selection and evaluation of a veterans' counselor are based on numerous criteria. The three most important are:

1. Educational background and experience. A person who has had related experience, knows the kind of information and resources suggested in this manual, and can suggest ways of using and building resources, will be able to begin work without going through an extensive training program. In addition, such knowledge can be evidence of the person's interest in veteran-related activities.

2. Ability to listen and understand a veteran's view of life.

Veterans themselves or people who have had considerable experience working with them are more likely to understand a veteran's view of self and society.

3. Respect for the veteran's abilities and potential. If counselors regard a veteran who needs basic communication skills as someone who has second-rate potential, they can perpetuate the veteran's lack of self-confidence and thus disrupt progress toward one of the program's basic goals.

Another criterion for selecting a counselor is the applicant's motivation in applying for the job. Why does he or she want the job, and what are his or her goals? Also, is the person likely to be preoccupied with formal office hours and scheduled appointments, or would he or she be available to veterans when they need assistance?

The counselor's employment is governed by personnel policies of the school or the organization. Most policies provide for an initial probationary period, which provides an opportunity for the project director and the counselor to determine whether or not the students, the functions, and the person are appropriate for each other.

Continuing Education for Counselors

Training while on the job provides many ways of increasing a counselor's abilities and knowledge, with two kinds of training being the most familiar:

1. staff meetings (formal and informal) to discuss and improve student and project progress
2. specific activities in new areas or fields undertaken by the counselor

Staff meetings should be used by staff members to collectively invent better methods and procedures, identify new resources, and *stay up to date on students and the project.* In addition, staff meetings provide opportunities

to improve communication among staff members in large projects and consortia.

Specific activities--the most likely means for counselors to obtain continuing education--include visits and discussions with Veterans Administration personnel and community agency workers, and participation in courses and seminars on counseling approaches.

Continuing education for counselors should be made possible by release time from program duties as frequently as is practical. Like other counselors and people employed in education, however, veterans' counselors who are responsible for meeting daily program requirements as well as improving their own abilities should expect to be involved in continuing education outside program hours more often than not.

Whether paraprofessional or peer counselors or people with professional education and credentials, veterans' counselors may need a wide range of further learning related to their program responsibilities. Counselors who select specific areas of continuing education should do so according to the requirements of their program and its veteran-students.

Before deciding on a continuing education course, a counselor should determine whether his or her primary interest in each instance is in acquiring additional information or in developing counseling abilities. Although some continuing education courses include substantial topical information as well as theories and techniques of counseling, most focus on an in-depth presentation of one or the other. Once the basic decision on a course is made, a veterans' counselor should choose the area of information or abilities that would be the most beneficial to the guidance and counseling program.

The following list includes topics that are most often useful in continuing education for veterans' counselors:

* Communication techniques
* Listening skills
* Methods of problem solving
* Group leadership techniques
* Group dynamics
* Techniques of behavior modification
* Interviewing techniques
* Vocational counseling
* Occupational information
* Techniques for decision making
* Educational advising
* Career information
* Placement information and resources
* Vocational testing
* Techniques of:
    - Information and advice giving
    - Reflection of feelings
    - Clarification
    - Reassurance
    - Interpretation
* Nondirective counseling approaches
* Directive counseling approaches
* Supervised practicums in counseling

Many courses, workshops, and seminars in topics related to counseling adults are offered by colleges and universities, community centers, and religious organizations. College and university extension programs, sponsored either by local institutions or cooperative statewide organizations, offer courses related to paraprofessional training and professional continuing education. Extension programs are usually open to participation on a "need-to-know" basis rather than according to a person's formal educational standing.

Campus and community counseling centers, state agencies, and religious organizations frequently conduct in-service workshops for their staff members, and at times are open to people such as veterans' counselors who have related concerns. Regional and national conferences on current topics of interest to counselors and veterans often provide chances for veterans' counselors to obtain up-to-date information. Because they involve participants from different activities, backgrounds, and locations, they can also serve as forums for new perceptions and ideas for solving problems.

THE COUNSELOR AND THE VETERAN-STUDENT

Many veterans enter educational programs with a variety of practical problems that must be resolved if they are to pursue an education successfully. In order to create an atmosphere in which such problems and needs can be discussed freely, counselors must establish their own credibility with the students to allow a feeling of mutual trust to develop. This process begins with the initial contact and is strengthened by the counselors' abilities to provide guidance, answer questions, and direct veterans to the most effective sources of assistance.

Initial Contact and Interview

The initial contact will be made in the first few days after the veteran has been recruited into the education project. When they meet for the first time, the counselor may succeed in helping a student feel comfortable by permitting a short time for non-task related talk under little or no pressure, which avoids the immediate discussion of problems and the decisions that must be made. Such a relaxing atmosphere allows a mutual exchange of ideas and information to lead easily into the task related discussion.

As a veteran and an adult, the student is more likely to respond to

a counselor who is friendly, open, concerned, and knowledgeable than to one who acts as an inflexible authority and appears indifferent or unaware of the student's uniqueness. *Another consideration is that when a veteran talks with a counselor "to get information" about the project, education in general, or finances, often he or she is looking for something more: personal problem solving, confidence building and reinforcement, someone to listen. An atmosphere of encouragement allows the counselor to use this opportunity to build morale and strengthen the veteran's dedication.*

These points are stressed because experience indicates that counselors, by moving too rapidly into the business at hand, or by being less than aware of all of the student's needs, often miss an opportunity to fully serve the veteran-student.

After concluding the essential "warm-up" period, the counselor must cover many important issues with the veteran during the initial interview. A checklist of specific topics keeps the discussion moving, allows wider, if not deeper, coverage of a range of subjects, and reduces the portion of the interview involving papers and forms to a minimum amount of time. The following is one suggested checklist of topics:

* Documents and evidence: DD214 (separation papers), marriage or divorce papers, children's birth certificates, high school transcripts, proof of any training and education after high school, and any other evidence bearing on the status of the veteran
* G.I. Bill benefits (see Appendix
* Unemployment compensation (qualifications)
* Job availability and placement
* Scholarships and/or financial aids
* Courses of study, and schools and colleges within or without the project locale
* G.E.D. test (non-high school graduate)
* CLEP test if credit is desired for post-high school training or education
* Agencies and community services that can be of help
* Forms and applications, deadlines and time limits, relating to any or all of the above (see Appendix

A copy of the checklist should be given to the veteran so that he or she can follow along and contribute thoughts and direction to the interview. The counselee also might want to take it home for further thought and review. In this initial meeting, follow-up actions should be discussed to encourage the veteran to return without hesitation for further information and assistance.

Building Resources for Counseling

Basic to the success of a veterans' guidance and counseling program are the knowledge and resources of the counselor. A counselor who knows how to answer questions and direct students to sources of information and services can greatly assist veterans in making the transition from a closely regulated military existence to a civilian life full of decisions and uncertainty.

The veteran-student does not expect a counselor to solve all problems. To know the facts and to provide pertinent information is helpful, but it is more important for the counselor to know where to get the facts. For this reason, close contact between the counselor and people in other supportive services is necessary in getting prompt results.

A review of questions veterans are most likely to ask suggests that they are interested in many things that have little relationship to the interests of the more traditional college students. Questions about Veterans Administration benefits and assistance, state veterans' financial aid, other-than-honorable discharges, medical and dental clinics, and the amount of time necessary to prepare themselves for college are only a few of the many concerns of those entering a veterans' education program. In this area a counselor's basic responsibilities are:

1. to identify the veteran's primary concerns;

2. to answer the veteran's immediate questions or refer the veteran to a knowledgeable person who does have the answers; and
3. to help the veteran learn to become self-reliant in obtaining basic information and knowing how to use it.

By fulfilling these responsibilities, the veterans' counselor would most likely gain and increase the veteran-student's trust. Even an honest effort can be felt and appreciated by the student. *Above all, a counselor must not dismiss an immediate problem with rhetoric instead of action.* To do so shows a student that the counselor is not helpful or worth the student's commitment to return when other questions and problems arise.

INFORMATION FOR COUNSELING VETERANS

To be able to respond to the many questions and concerns that veteran-students raise, the counselor must collect referrals, names, addresses, reference books, promotional materials, and catalogs dealing with a variety of topics related to educational and occupational planning. This section discusses some of the sources of aid outside the veterans' education project that are available to the student, and provides some suggestions for the counselor who is considering expanding the counseling services by using referral resources.

Establishing a Referral System

When establishing a referral system, the counselor should keep three basic conditions in mind:

1. The extent of the counselor's abilities and experience determine the point at which referrals have to be made
2. The procedures and methods of obtaining community services change, requiring close continuing contact between the counselor and agency workers
3. Referral information is usually maintained in a card file system, which should include the names of agency personnel as well as a

listing of services provided

Making referrals across the range of students' concerns entails knowing--

a. what services are available in the community

b. who performs them

c. what fees, if any, are charged

d. what the veteran can expect to go through to receive the services

To make this referral service as efficient as possible, the counselor should work closely with the project's Outreach workers to share information and coordinate referrals.

In-depth counseling in such areas as marriage and family problems, drug rehabilitation, and continuing severe interpersonal problems often requires clinical training and experience, which is available in the community and at some colleges. But more frequently, students require the kind of nonclinical assistance that veterans' counselors can provide. With regard to nonclinical assistance, however, counselors should be cautioned that those who continually rely on resource agencies outside the project define their role as solely a referral contact for the student, do not provide opportunities for the student to obtain assistance directly from the project, and contribute little to the student's motivation and commitment to the educational program.

Governmental, Community, and Private Assistance

Federal, state, and local agencies provide many services, assistance programs, and benefits that veterans should know about, since they are often different from those offered by the VA. The following list of such services should be expanded as the veterans' counselor learns of specific services available locally. *Whenever the veteran-student can be referred*

to a specific person known by the counselor, the likelihood is greater that the veteran will more readily use the referral information.

Federal Assistance.

1. Review of Discharges. A review of a veteran's military discharge is available within a period of 15 years after the date of discharge. The proper form for such a request is Department of Defense Form 293, available at the nearest VA office. When applying for a review, the veteran or a legal representative should submit the form to the appropriate military department. Veterans with General Courts Martial discharges are not eligible for this review.
2. Correction of Military Record. If an error in a veteran's record is discovered, he or she has three years after the discovery to correct it. Department of Defense Form 149, which is used to request such a correction, is available at a VA office and should be submitted to the appropriate military department.
3. Federal Civil Service Preference. Points and credits are added to passing Civil Service test scores and waivers are made of certain disabilities for veterans competing for employment. Post Offices and state employment agencies have information about benefits, preferences, and job opportunities.

State and Local Assistance

1. Monetary Awards. Many states provide monetary awards to veterans who enlisted within their boundaries.
2. Counseling and Placement. State employment agencies provide vocational counseling and placement services to veterans who reside

in the state.

3. Food Stamps. State welfare agencies administer food stamps. Methods of getting them vary among states.
4. Unemployment Compensation. State unemployment offices provide benefits to veterans, because being discharged from military service is considered equivalent to being "laid off" a job. Unemployment benefits vary from state to state.
5. Health Services. County and state clinics and rehabilitation centers provide medical, drug, and psychiatric services at nominal costs.

Community and Private Assistance

1. Social Services. Family Service Agencies deal with personal and family counseling and related services such as drug prevention and help with arrest problems.
2. Community Services. The YMCA and YWCA offer recreational activities and personal guidance and counseling, and often serve as referral agencies.
3. Health Services. Agencies connected with United Way provide medical checkups and diagnostic services.
4. Financial Services. Many banks, credit unions, and insurance companies offer personal financial services at nominal fees.
5. Emergency Loans. American Red Cross chapters provide loans up to $50 for veterans in special hardship situations.

These agencies and services are national in scope, with minor differences in names. Personal contacts with professional counselors, doctors, employment officers, and other agency personnel provide up-to-date

information about new or discontinued services. In many cities an Information and Referral Service hotline provides comprehensive information about all health, welfare, and vocational services. In addition, mayors' offices and representatives of church organizations can put veterans' counselors in touch with other social services.

If assistance similar to that listed here is not available to veterans locally, the project director and veterans' counselor should encourage the development of such services. By working with community leaders and people in local service clubs, churches, banks, and businesses, a support group can be organized specifically to serve veterans.

Documents and Evidence

Veterans are often required to show documents and evidence related to their claims. For that reason counselors should strongly suggest that veterans copy and/or record all important papers and deposit originals in a safe deposit box. (Most veterans have never considered using such services, but should be encouraged to do so.) Records that are most important to veterans include: military separation papers (DD214), discharge papers, marriage license or divorce agreement, children's birth certificates, immunization records, diplomas, and other official documents.

Placement and Availability of Part-time Employment

The major obstacle encountered by students in veterans' education programs is a lack of financial security. VA education benefits are intended as assistance rather than income, and thus are not adequate to meet all living costs. More importantly, because Veterans Upward Bound projects

are intended for low-income veterans, those recruited can be expected to need assistance with financial planning; but since the project's primary resources must be committed to education, it has a limited capacity to provide employment and financial aid. Moreover, acquiring the basic skills necessary for success in higher education consumes a great deal of the students' time and energy. Consequently, the "contract" between the project and each student must be considered carefully before a mutual commitment is made.

If a project has few solutions for veterans who will clearly need substantial funds to meet expenses while they are students, recruiters and counselors must beware of encouraging a veteran to start an activity that has such a high risk of failure. Since it is difficult to distinguish between finances that are adequate for basic needs and those that are inadequate, veterans' counselors are urged to consult regularly with the college's financial aid and placement advisors.

Because veterans enrolled in Upward Bound programs are not available for full-time employment, and part-time work is kept at a minimum, *they should be encouraged to realize that "going to school" is a job in itself.* In non-Upward Bound projects, however, counselors are urged to discuss with students seeking employment the considerations and alternatives involved in full-time work versus part-time, non-career oriented jobs. One point to consider, though, is that full-time work at the outset places a great burden on the veteran who is returning to civilian life and attending school.

In this particular role the counselor must be prepared to perform work similar to that of an Outreach worker. Some veteran-students will have time for part-time employment, and the counselor should provide referrals and make initial contact with prospective employers. Information

including the name, address, and telephone number of the contact person and directions to the office location should always be given to the student.

To establish a job referral service, the counselor should first determine if the college's placement service provides referrals appropriate for students in the project. If not, the counselor should contact those governmental, business, and industry personnel responsible for appropriate part-time employment.

Chambers of Commerce and many state employment offices provide referral assistance specifically for veterans, and employers in the private sector are being encouraged by national organizations to change full-time entry-level positions to part-time equivalents for veterans. Slogans such as "Hire A Vet" encourage employers to keep the veteran in mind, and some employers who work with public and private employment agencies give veterans hiring preference. Job Fairs and Veterans Assistance Days are scheduled to promote the interests of veterans seeking employment, but care should be taken to evaluate the motivation and success of the promoting agency's activities.

Part-time work is preferred by veterans attending school. Work-study is the most widely used source of student employment and the one that should be explored first when students are looking for work. State and federally sponsored programs have created work-study positions on campuses specifically for financially disadvantaged students, while some colleges have created similar jobs without governmental support. Off-campus part-time employment usually involves afternoon and evening work, but most of the positions are only temporary.

These alternatives and suggestions are intended to provide initial ideas for a counselor who is setting up a job referral service. The

counselor is encouraged to consult with the project's Outreach workers, seek out local contacts to develop job openings for unemployed veterans, and investigate other Outreach programs that can be used as job referral banks.

Scholarships and Financial Aids

Scholarships and other financial aids play an important role in the lives of many students, both veterans and nonveterans. Even the minimum costs for books, housing, medical expenses, food, transportation, clothing, and family support are considerable for a veteran.

VA education benefits will pay approximately half of the costs, and less in some geographic areas. As a result, the counselor must be prepared to assist the student to find alternative means of financial support.

Through scholarships and grants, which are available from state and local public agencies, colleges, and private foundations, many students may find enough funds to support themselves during their schooling. To be eligible for and receive financial aid, the veteran will need the counselor's assistance in a number of major areas:

1. Financial planning
2. The technicalities of filling out application forms
3. Developing a comprehensive statement of life history and goals
4. Demonstrating academic potential
5. Preparing for personal interviews

The essential task of the counselor is to discover the sources and define the specific nature of scholarships and financial aids. Related books and manuals can be found in institutional libraries, campus counseling centers, and financial aids offices. Financial aids specialists in higher education can provide information on current available student

assistance and, in some cases, provide referral services to students in veterans' education projects.

Because the allocation of financial aids is determined by the judgment and priorities of college administrators, as well as by specific eligibility guidelines, the counselor has a related responsibility to serve as an advocate for the low-income veteran-students' potential and to encourage institutional commitment to making their education possible.

Student Loans

Private and public agencies offer many types of student loan programs, and in many cases repayment of the loans is flexible and long term. Federally Insured Student Loans (FISL), for example, is a program jointly offered by participating private banks and savings and loan associations with federal guarantee and sponsorship. Students qualify on the basis of personal and family income level, and can receive $100 to $1500 per school year. Counselors should be aware, however, that banks are sometimes reluctant to approve loans for students whose earning capabilities do not appear to be immediate. To avoid possible nonproductive and negative experiences, it is advisable to check on the student loan policies of local banks before suggesting that students contact them.

Recently, a few banks have begun to consider experimental short-term student loan programs for economically disadvantaged students. Negotiations between the project director, counselor, and interested bank officials could result in pilot programs for additional types of student loans, and would, in turn, require careful consideration of applicants by both bank officials and the project staff.

Budgeting and Financial Management

Students often may need financial assistance because their existing income has been spent before their next paycheck arrives. Understandably, counselors are then urged by students to help them find loans and jobs. In many instances, however, this situation can be avoided by basic education in managing a budget. The counselor is in the best position to help the student, but should realize that his or her own experience in financial planning may be limited and, if so, should simply stress basic monthly planning and sources of assistance.

If the veteran-student is convinced that budgeting would lessen financial problems, the counselor and student can begin by listing and evaluating current monthly income and expenses and by comparing the itemized expenses with those considered appropriate for the region. Living costs vary greatly among geographic areas, and financial aids offices can often provide guidelines for typical local living expenses. Such a comparison can identify expenses that can be reduced--good news for the students. The counselor should follow up periodically with the student to determine whether or not the planning was effective and to assist with any additional budgetary planning.

Veterans Administration Benefits

It is essential that counselors or veteran-students know and have access to information about VA benefits. This section includes a discussion of VA educational assistance, other VA benefits, and how best to expedite application processes. Details about eligibility and procedures in completing application forms are contained in the Appendix, and additional information can be found in the current issue of Federal Benefits for Veterans

and Dependents (VA-IS-1 Fact Sheet), available at any VA office.

The Processes

Because the Veterans Administration operates according to rules and regulations, veterans must be aware of changes in procedures, information, and regulations that govern their benefits. In addition, the VA maintains a high claims and case load and is not always able to process claims and provide services quickly. On the other hand, local institutions and the veterans themselves often contribute to delays in receiving benefits as a result of misinformation or a lack of information. Therefore, counselors must keep up to date on VA regulations and procedures, and both counselors and veteran-students should follow them to the letter to avoid causing unintentional delays. Even if not directly involved in the procedures for obtaining VA benefits, counselors must be able to provide students with the necessary references and referrals.

It is best to advise the veteran-student to submit forms for VA benefits as soon as possible because delays in filing claims can cause delays in receiving benefits. A veteran-student with any new claim should consider visiting a VA regional office or a local VA assistance center. VA officials recommend, however, that a veteran write to the VA office regarding claims previously filed.

When a veteran submits his first VA claim, he is assigned by mail a "C" number that should be used in all correspondence relating to VA claims and questions. The "C" number is as important as the Social Security number, and long waits for benefits can result from not using it in all communications with the VA. (As of this writing, the VA is planning to replace "C" numbers with Social Security numbers in the near future.)

After receiving a "C" number, the veteran-student who is likely to change local residence often should arrange for a local Post Office box

and use it as a permanent mailing address. The VA then will not have to make time-consuming address changes, and checks will be mailed with less chance of being delayed, lost, or returned. This practice also contributes to overall VA efficiency and the accuracy of its records on the veteran's eligibility for benefits.

G.I. Bill Educational Assistance

The VA administers benefits for a variety of educational and training programs under the G.I. Bill. To be eligible for funds, veterans must have served on active duty for more than 180 days (any part of which occurred after January 31, 1955), and must meet the following prerequisites:

a. were released under conditions other than dishonorable;

b. were discharged for a service-connected disability; or

c. continued on active duty.

Veteran-students may select a program at any educational institution or training center that is approved by the VA and that will accept and retain them as students or trainees. Upon request the VA provides testing and educational and vocational counseling, but such requests may delay the issuance of education benefit checks.

Duration of Eligibility. Veteran-students are entitled to educational assistance for a period of 1-1/2 months (or the equivalent in part-time training) for each month or fraction thereof of their service on active duty. Educational assistance cannot exceed 36 months, and to be entitled for a full amount of time, veterans must have served on active duty for at least 18 months after January 31, 1955.

Time Limits. Veterans who were released from active duty after January 31, 1955, are eligible for eight years after release or until

May 31, 1974, whichever is later. Therefore, veterans who were released during 1972-73 and who wish to use their educational benefits must do so by the year 1980-81. For farm cooperatives, apprenticeships, on-the-job training, and flight training, veterans' eligibility ceases eight years from the dates of their last separation from service after January 31, 1955, or on August 30, 1975, whichever is later.

The following are the various educational and training programs available to veterans under the G.I. Bill:

1. Institutional - consists of college and university studies, high school remedial training, elementary education, and flight training as part of a college degree program. Remedial training and elementary education is not charged to a veteran's basic entitlement.
2. Cooperative - combines formal education with training in a business or industrial establishment. This program has lower allowance rates than those of institutional programs.
3. Farm Cooperative Training - consists of institutional agricultural studies with concurrent activity in agricultural employment.
4. Apprenticeship or On-the-Job Training - is an approved program of full-time on-the-job or apprentice training in a skill or a trade. The VA pays half of the veteran's salary and the employer pays the rest.
5. Flight Training - prepares a veteran with a private pilot's license to study an approved course in flight training for a commercial

or vocational flight license, subject to medical eligibility. (For further details on these programs, see Appendix B, page 54.)

Tutorial Assistance

In addition to the basic programs in the G.I. Bill, the VA provides tutorial assistance. It is available to veterans or servicemen enrolled in postsecondary training at educational institutions on a half-time or more basis, and allows up to $50 a month for nine months only. (The nine-month period does not have to be consecutive.)

Vocational Rehabilitation

The Veterans Administration offers a vocational rehabilitation program for veterans who received service-connected disabilities while in active service. The program entitles all disabled veterans to compensation except for those receiving retirement pay. Eligible veterans receive counseling and testing, and may--

1. enroll in schools or colleges;
2. take institutional, on-the-job, apprenticeship, or on-farm training;
3. enter other programs that combine school and job training.

While in training, and for two months after rehabilitation, eligible veterans may receive subsistence allowances in addition to their disability compensation, plus funds to pay for books, tuition, and fees. For a detailed explanation of the provisions, consult Federal Benefits for Veterans and Dependents (VA-IS-1 Fact Sheet), January 1973, page 10.

Other VA Benefits

In addition to the benefits already discussed, the VA provides--

1. home, farm, mobile home, and business loans (long-term and low-interest VA guaranteed loans);
2. outpatient dental treatment for problems incurred or aggravated while in military service;
3. outpatient medical treatment for medical problems and physical disabilities incurred or aggravated while in military service;
4. hospitalization for all veterans with medical problems that were incurred or aggravated at any time. However, admission policies give problems incurred while in military service the top priority and problems not incurred in military service lower priority;
5. compensation for veterans disabled by injury or disease incurred in (or aggravated by) active service. Monthly payments are awarded to eligible veterans, and the amount of the compensation is determined by the degree of the disability.

Again, these and additional benefits are outlined in detail in the VA-IS-1 Fact Sheet. Counselors should be prepared to provide veteran-students with this publication and to refer them to the nearest VA office for further information and assistance.

RESOURCES FOR GUIDANCE AND COUNSELING

The responsibilities of a counselor in a veterans' education program are numerous: to know general information, to know where to find specific information, to be readily available to veteran-students when they need assistance, and to be skilled in approaches that help students in their search for goals and decisions. *But the most important responsibility is to assist a student to become self-sufficient and to develop the ability to solve problems and make decisions.* Such tasks as completing college application forms and deciding when and how to ask questions of institutional officials are ultimately the student's responsibilities. The counselor provides initial information and guidance until students learn the various systems involved in reaching their goals, and provides continual guidance and counseling to help students learn more about themselves and their alternatives.

In order to provide both the veteran-student and the counselor with reliable information to use in determining goals and making decisions for the future, a veterans' education program should have a variety of resources. At a minimum, it should provide or have easy access to:

* Reference books on higher education and occupations
* Useful and practical tests and interest surveys

* Materials for use by veteran-students that provide organized ways for them to assess their interests, experiences, and knowledge of higher education and occupations.

As a student, guided by the counselor, learns to use the program's resources, their discussions can expand from information giving to more in-depth explorations of ideas and future plans as well as personal problems and concerns.

The following section discusses suggestions for a guidance and counseling library, criteria for testing in counseling, program materials for students to use in decision making, and the use of group counseling and guidance.

Library Materials

Basic materials for a guidance and counseling library should include general information about the alternatives open to students during and after they complete the veterans' education program. Listed below are books and pamphlets that have been found useful in programs for veterans.

Occupational Information:

Career Guides for Entry Occupations (series). Occupational Analysis Field Center, Los Angeles, California. (Order from State of California, Department of Human Resources Development, 800 Capitol Mall, Sacramento, CA 95814).

Dictionary of Occupational Titles, Vol. I, Definitions of Titles. U.S. Department of Labor, Government Printing Office.

Dictionary of Occupational Titles, Vol. II, Occupational Classification. U.S. Department of Labor, Government Printing Office.

The Encyclopedia of Careers and Vocational Guidance, Vols. I and II. Doubleday and Company, Inc.

Mini-Guides (series). State of California, Department of Human Resources Development.

Occupational Guides (series of 400). State of California, Department of Human Resources Development.

Occupational Outlook Handbook. U.S. Department of Labor, Government Printing Office.

Selected Characteristics of Occupations, A Supplement to the Dictionary of Occupational Titles (Supplement #1). U.S. Department of Labor, Government Printing Office.

Selected Characteristics of Occupations, Supplement 2 to the Dictionary of Occupational Titles. U.S. Department of Labor, Government Printing Office.

Additional information can be found in Suggestions for Developing an Occupational Library, prepared by the California Occupational Analysis Field Center.

Applicability of Military Jobs to Civilian Occupations:

A Guide to the Evaluation of Educational Experiences in the Armed Services, Cornelius Turner, Ed. American Council on Education.

Department of Defense Military-Civilian Job Comparability Manual (A Guide for Employers, Vocational Counselors and Others Concerned with Employment of Veterans). Prepared by the Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs).

Colleges and Institutions of Training:

Guide to Two-Year College Programs (for technicians and specialists). J.G. Ferguson Publishing Co.

Barron's Educational Series -- College Bound, A Guide to College and Career Planning (Junior Colleges)
Guide to the Two Year Colleges
Handbook of College Transfer Information
How to Prepare for College Entrance Exams
Profiles of American Colleges

Cass and Birnbaum Series -- Comparative Guide to Two-Year Colleges and Four-Year Specialized Schools and Programs

College Entrance Examination Board -- College Handbook
Bulletin of Information (summary of tests, sites, dates, and fees)

Lovejoy's Career and Vocational School Guide. Simon and Schuster.

Financial Aids and Scholarships:

Need A Lift. American Legion.

Financial Aids for Students Entering Colleges. Keeslar.

Lovejoy's Guide to Financial Aids. Simon and Schuster.

Academic Majors:

Guide to College Majors. Chronicle Guidance Publications.

Suggestions for "How-to":

Cowles Series on "how to" write a term paper, pass the GED, SAT, CLEP tests, etc.

AVCO Series on SAT, ACT, Civil Service Exams.

In addition to these general references, the project's library should include catalogs of colleges, universities, training institutions, and professional schools located in the program's geographic area and wherever else interest has been expressed.

Although an adequate library and referral resources are necessary for an effective guidance and counseling program, they are only a part of the program. The ideas, approaches, and philosophy that a counselor brings to bear on the student's concerns will determine the success of the program.

The Place of Testing In Counseling

Directors and counselors in veterans' education projects are likely to be called upon to make decisions relating to testing and other evaluative methods. In some instances program staff members are responsible for administering and interpreting tests, and in other instances specialists

are responsible. Discussed in this section are various factors to use in deciding whether to test or not and which approaches may be of most benefit to the veteran-students. Also included in this section and the Appendix is information about the kinds of tests available and where to find more information about them.

Distinctions between tests and other inventory methods should first be made. The term "test," for example, implies that there are right and wrong answers, and the "test taker" will be scored on the number of correct responses and then compared with other people. The term "inventory," however, implies a type of self-report in which there in no "correct" answer. Inventories allow comparisons on the basis of such characteristics as interests and hobbies. These distinctions will be explored in subsequent sections. For the purpose of this section, all evaluative methods are referred to as "tests," recognizing that these suggestions refer to the variety of inventories as well.

The questions that should be considered before selecting a testing program for veteran-students are:

1. Will the information supplied by this test, regardless of whether it is encouraging or discouraging, be genuinely helpful to the student and to those working with him or her?

The student's needs come first. If a student wants to know what his strengths, weaknesses, interests, and personality characteristics are, the tests can provide information for his use. However, testing may only confirm what the student and the counselor already know, which may be discouraging and have a negative influence on the student's motivation and self-confidence. In that case, consideration of tests should be delayed until the student experiences some successes in the educational program.

2. Is a test or inventory the best way to get the desired information, or

could other sources be used?

Test results have the advantage of being relatively objective information. It may be, however, that a thorough talk with the student about an area such as work values may have more meaning and implications. Or it may be more relevant and beneficial to have information based on the student's behavior rather than on a self-report or achievement test answers. In this case, data is gathered from those close to the student such as friends, teachers, and employers. If information is sought from others, the student's consent should be obtained first.

If the first two questions can tentatively be answered with a "yes," a third question is raised.

3. Based on the veteran's past experience, how does he or she feel about tests?

If the veteran has had previous testing experiences that made him feel unsuccessful or a failure, be cautious in proceeding. (Minority students particularly tend to be suspicious of tests, especially because they resent and/or fear being "used" as guinea pigs.) Asking an open-ended question like, "How would you feel about some testing to help with...?" should get information about attitudes very quickly. One way to minimize the student's anxiety about tests is to prepare a chart of before and after scores of previous classes to indicate why tests are given and what kind of help can be expected from them. A negative attitude may be dealt with by a full discussion of the test's purpose; but if the attitude cannot be changed, it is unwise to insist on using the test.

4. Is the student a full partner to the agreement to test?

The answer to this question should always be yes. Time given to a full discussion and explanation of the test is well spent. As an adult and the one who actually contributed the input, the veteran-student can be

considered the owner of the test results and free to use them for personal benefit.

5. Will the counselor or the specialist feel comfortable and competent in interpreting the test to the veteran and to appropriate other people, regardless of the content?

It is not difficult to interpret a straightforward test that has a few negative connotations, but it is more difficult to interpret a complex test that contains some unwelcome information. For that reason, it is best to have one staff member assigned to interpreting all, or certain, tests.

In any special program, cost implications must also be considered. Testing in the counseling of veterans is administered both individually and in groups, but tests administered to individuals are likely to cost more per student. Some tests can be machine scored only, and the cost usually exceeds one dollar per test. Test interpretation (i.e., explanation to an individual) could be a special cost consideration if there is no staff member experienced in this area.

Advantages and Disadvantages

In addition to answering the previous questions, the counselor should consider the following pros and cons before using tests:

Advantages: using tests in a veterans' education program may--

* help pinpoint areas where remedial help can be given;
* help veteran-students gain objective information about themselves; it may give them a new framework for thinking about themselves and help them organize their thoughts more logically;
* point up relative strengths, high and low interests, and important values that may spur veteran-students to explore themselves and their interests;
* provide practice in test taking so veteran-students can cope better with the stress of future tests.

Disadvantages: using tests in a veterans' education program may--

* alienate veteran-students from further contacts, if the interpretation gives information that they are not ready or willing to hear or with which they strongly disagree;
* leave veteran-students with misinformation regardless of the excellence of the original interpretation. (A common error is saying that an interest test "told me I should be a _____");
* encourage veteran-students to rely on an external authority and to avoid active involvement in the counseling process themselves;
* confirm negative self-images and encourage self-fulfilling prophesies in which veteran-students live up to the low expectation the test projects for them.

Basic Conditions of Testing

If the administration and interpretation of tests are done by a program staff member rather than a VA counselor or a college or community counseling center, it is helpful to keep in mind the conditions necessary to achieve positive results in the use of any test or inventory. They include:

Acceptance - The veteran-student's self-understanding and self-acceptance determine the extent to which data is personally useful.

Understanding - In order to discuss scores effectively, the counselor needs to understand the test, the veteran-student, and the situations in which the student lives, works, and studies.

Communication - The two basic factors in reporting scores are:

1. The presentation of results and their probable implications in a manner that is understandable, and

2. The techniques of working with the student in order to make the best use of the information.

Suggested techniques for reporting and interpreting scores with the veteran-student include:

1. Determine what kinds of things the student wants to find out from the scores. What questions is the student asking? What decisions is the student facing? What are his or her alternatives? Help to

clarify the student's problems and need for information.

2. Describe in nontechnical language information that will be provided.
3. If possible, have the student estimate scores by means of a blank profile, percentile graph, or rating scale. Then present the actual scores and ask the student to think out loud about any possible reasons for discrepancies between estimated and actual scores.
4. Encourage the student to relate personal experiences to the scores in order to better understand their meaning in terms of personal background and behavior. Explore the meaning of the scores rather than telling what they mean from a counselor's perspective.
5. Try to report the scores in such a way that the student can question, discuss, reject, or accept them without having to accept or reject the counselor as well. Be sensitive to and accept reactions to the scores. Help to understand and clarify feelings and attitudes toward the scores.
6. Help the student to see the overall pattern of the scores so that he or she can be realistic about both strengths and weaknesses.
7. Help the student view the scores in perspective--as only one source of information to be used to facilitate self-understanding, decision making, and planning. Overdependence on the results can be minimized by objectively describing the information they provide, the limitations of psychological measurement, and the fact that scores are samples that provide relative or probable, rather than absolute, information.

In vocational counseling, the counselor should first explain the general nature and purpose of the test to the student and, before interpreting

the scores, should have at least one interview to get to know the student as a person and explore educational and career goals, expressed interests, hobbies, leisure time activities, work history, educational experience, and knowledge of higher education and the world of work.

Interest, Attitude, and Value Inventories

Tests have been used traditionally for the purpose of selection, placement, or prediction. Five kinds of tests and inventories are used in veterans' education programs, including general intelligence tests, educational tests, aptitude tests, interest and attitude inventories, and personality tests. Interest, attitude, and values inventories are most often used by veterans' counselors, and the following discussion briefly describes the most popular inventories. (For further information about other kinds of tests, see Appendix C, pp. 66-67.)

The following inventories might well be considered for use with veteran-students because they are generally nonthreatening, interesting, and provide a basis for discussing and making decisions about the student's priorities, goals, and plans for achieving them. Because they depend on the veteran's self-report, responses can be chosen to produce the results desired by the test taker. But, if students complete the inventory and are not interested in results that can be "faked," it can provide ways for them to explore their own unique selves and worlds. Some of the most widely used instruments are:

1. Strong Vocational Interest Blank (SVIB)--allows the student to compare personal interests with those of professional people who are successful in their fields

2. Kuder Occupational Interest Survey (form DD)--recently revised, and can score interests for 77 occupations and 29 college majors

3. Ohio Vocational Interest Survey (OVIS)--relatively new, and reports a student's interests in 24 varied areas, and links interests to the Dictionary of Occupational Titles (DOT) classifications

4. California Occupational Preference Survey (COPS)--gives information of 14 interest dimensions and also suggests an appropriate level of work (e.g., professional or skilled) to the test taker

5. Occupational Interest Inventory--gives scores indicating fields of interest, types of interest, and level of interest

The five interest inventories listed above have received good evaluations as have the following two in the area of values:

1. Allport-Vernon-Lindzey Study of Values--measures the relative prominence of six basic motives in personality: theoretical, economic, aesthetic, social, political, and religious

2. Survey of Personal Values--measures six values: practical mindedness, achievement, variety, decisiveness, orderliness, and goal orientation

Materials for Student Self-Inquiry

As veteran-students become aware of the choices available in higher education and careers, they will be faced by a need to learn more about themselves. Although many standardized "tests" are available for students to take inventory of their individual interests and aptitudes, a variety of additional techniques are useful for students who wish to take stock of their present assumptions, values, and knowledge.

Such techniques rely on the students' motivation to explore and learn at their own rates and should be designed by the counselor to meet the specific needs and interests of veteran-students in the program. They often take the form of take-home information sheets, exercises, questionnaires, and field work, and are used as a springboard for further discussion between the student and the counselor.

Topics for written materials should be selected by the counselor according to the general topics of conversations with students. For example, if

a number of students show interest in career-oriented college study, a guide might be prepared to suggest some of the ways they can obtain information about a college's purposes, students, faculty, academic life, and relationships to a career. Such a guide could contain suggestions about:

1. General sources of career information--e.g., college admissions personnel, people working in the vocation, on-the-job visits, pamphlets distributed by insurance companies

2. Written sources of information on higher education--refer to program library materials on page

3. Definitions of terms associated with colleges, universities, training institutions--e.g., "general electives," "prerequisites," "breadth requirements," "GPA"

Since catalogs are the primary sources of information about any school, the counselor may ask students to obtain catalogs from the schools they are considering attending. Such an "assignment" could also ask the students to note the information relating to questions they have raised. In addition, a veterans' counselor can prepare cassette recordings containing information and guidance about higher education and careers. Such recordings can then be available to students to use in the project's learning assistance laboratory.

Suggestions for developing a resumé would be useful for students considering higher education or vocational training. A resumé-writing guide should include questions about the occupation the student has tentatively chosen, should present a resumé outline including definitions of items and suggestions for organization, and should describe the components of a covering letter. Selected sample resumés and covering letters should be included.

These examples are intended as preliminary ideas for the development

of student self-inquiry materials by counselors. Students may also need a questionnaire concerning their current educational and occupational plans and knowledge, an information sheet describing criteria to use in selecting a part-time job, or suggestions for questions to ask when selecting a college. If a counselor finds that students can use take-home materials to supplement counseling discussions, the topics should be determined by student requests and staff members' reports on the major areas of students' interests.

Group Guidance and Counseling

Because adult students continue to learn from both their own and others' experiences, group guidance and counseling is used increasingly in veterans' education programs. Rap sessions on common concerns, career guidance sessions, and group meetings about educational and vocational decision making can each provide opportunities for group members to exchange and evaluate information and experiences, react to ideas, and learn from the attitudes and values of others. As with all methods, group guidance and counseling has both advantages and disadvantages:

--It can provide ways for students with similar interests and problems to get a variety of opinions and peer guidance, to understand and reflect on their own values and motivation, and to break from the insularity of one-to-one conversations with a counselor;

--However, it also may promote resentment from fact-oriented, structure seeking veterans, anxiety in reluctant students, boredom in students uninterested in the discussion, or directionless or negative gripe sessions to which students will not return. Counselors who are considering group guidance and counseling should be trained in conducting group sessions, and should first develop criteria for determining the group's purpose, relating

it to the areas of greatest student interest.

When organizing group guidance and counseling, a review of guidelines to be kept in mind includes:

1. The size of the group. Ten to fifteen students is maximum for discussion purposes; more than that may lead to simply a large group question-and-answer session and to frustration or boredom for students interested in a more serious discussion. It is also difficult to carry on an in-depth discussion in a large group because too many interests are involved and there is only a limited opportunity for individual participation. Rap sessions on such issues as readjustment to civilian life and interpersonal problems are effective with as few as four students.
2. Participation requirements. Attendance and participation in rap sessions or group discussions involving personal interchange should be voluntary; attendance at career guidance sessions that emphasize information giving and interpretation can be required for students who have shown interest in the topic.
3. Capabilities of the group leader or facilitator. The counselor conducting the group session should have experience with group counseling techniques, and should prepare materials, ideas, or questions before each session. In-depth rap sessions that explore students' social and interpersonal concerns should be limited to meetings where a trained group therapist is available.
4. The setting. Lounges or open spaces with movable chairs are more likely to encourage open discussion than a traditional classroom.
5. The time. Group meetings should be held during an "open-ended" time of the day, have a flexible adjournment time, and not be scheduled immediately before exams or other major events that are

likely to occupy students' thoughts and energies.

Ideas similar to the following suggestions about educational and vocational decision making can be used to develop plans for a group approach to a variety of topics. As students accomplish the objective, the plan should be made more flexible and provide opportunities for clarification and the further testing of ideas.

* Objective--each student will make a tentative choice of academic major or field of training, college or training institution, and occupational goal.

* Schedule--an approximately two-hour session once a week for five weeks.

* Materials--a weekly study guide organized in a particular sequence to give group members relevant information and factors on which to base their decisions.

* Leader's Role--present materials and resources to help decide vocational and academic choices;

  --pose questions to stimulate thought about factors important to career decisions;

  --conduct group discussions by encouraging comments relevant to the group's purpose;

  --interpret and clarify the meanings of tests and interest inventories; and

  --refer specific questions by the group members about vocational or educational facts and information to authorities and references.

* Group Member's Role--be involved in the processes of information gathering and decision making as defined by the leader, and as seems appropriate to the group member's needs;

  --participate in group discussions, actively listening and speaking to clarify plans;

  --research and learn the information outlined in the weekly group study guides;

  --tentatively choose a college or training institution, academic major, and

occupational goal, based on information learned during the group meetings; and

--make a file of notes and printed material that are gathered at the group meetings.

* Sources of Information--printed materials distributed during group meetings;

--guests who are studying in colleges and working in fields of interest to group members; and

--experiences of group members.

Other objectives for group guidance and counseling sessions could emphasize such topics as orientation to college life or on-the-job training. Because effective group counseling requires the cooperative efforts of both the counselor and the students, each objective and plan should be determined jointly by the counselor and prospective group members, and everyone should have a copy of the plan. If proposed topics relate to the content of the education project's courses, the project director and the curriculum coordinator should be asked to contribute to planning the group's objectives.

SUMMARY

A counselor is often challenged by situations that require a substantial personal commitment and understanding, and in an education project for veterans, counselors find that situations related to immediate problems are only fragments of a student's world. Also reflected in a student's daily life are his or her personal development and attitudes about self, and questions regarding the student as a unique person must also be the concern of the counselor.

--What lies in the veteran's future when academic life is finally completed?

--Are the veteran-students' goals realistic or idealistic enough for them to be at peace with themselves?

--What commitment must they make to receive the rewards they expect?

--If they wish changes from their present life-styles, how are they to realize when they have achieved those changes?

These questions are self-oriented and serve an important purpose in integrating personal growth and academic learning. The counselor as listener and guide can provide a setting of unconditional positive regard, elicit the student's ideas and aspirations, and contribute approaches to problem solving and decision making.

Decisions concerning the future have meaning only to the extent that the student is defining the situation and is the primary formulator of a

life plan. The goals of a life plan are realistic only with continuous practical planning and personal commitment by the student. Underlying all guidance and counseling activities is an assumption that veteran-students who know how to learn about themselves and their world's realities will be able to better make decisions throughout the course of their lives.

APPENDIX A

PROJECTING STAFF SIZE

The number of staff members in counseling programs will vary according to the size of the projects, the size of the institutions, and the number of recruited veterans. The following are suggestions for both minimum and medium staffing levels.

Project Size	Minimum Staffing	Medium Staffing
150 VETERANS RECRUITED ANNUALLY	Project Director* 2 Veterans Counselors** (Part-time)	Add: 1 Counselor (educational & vocational specialist)
600 VETERANS RECRUITED ANNUALLY	Project Director* 6 Veterans Counselors** (Part-time)	Add: 1 Counselor (educational & vocational specialist) 1 Counselor (community services specialist)

* A project director on the minimum staffing level also functions as the head counselor. On the medium staffing level, head counseling functions are delegated to the person responsible for educational and vocational counseling.

** A veterans counselor may also function as a part-time Outreach worker who recruits and interviews prospective students.

APPENDIX B

SELECTED VA FORMS AND INSTRUCTIONS

Appendix B-1 G.I. Bill Rates;
Veteran's Application for Program of Education or Training.

Appendix B-2 Applications and Enrollment Certification for Individualized Tutorial Assistance.

Appendix B-3 Certification of Pursuit of Course Leading to a Standard College Degree.

Appendix B-4 Request for Change of Program or Place of Training.

APPENDIX B-1

G.I. BILL RATES

(Effective September 1972)

G. I. BILL RATES				
	No. Deps.	1 Dep.	2 Deps.	Each Add. Dep.
Full-time	$220	$261	$298	$18
Three-quarter	165	196	224	14
Half-time	110	131	149	9
Cooperative	177	208	236	14
Apprenticeship				
OJT				
1st 6 mos.	160	179	196	8
2nd 6 mos.	120	139	156	8
3rd 6 mos.	80	99	116	8
4th 6 mos.	40	59	76	8
Farm Cooperative				
Full-time	177	208	236	14
Three-quarter	133	156	177	11
Half-time	89	104	118	7
Active duty; Less than half-time	Tuition cost, not to exceed full-time rate of $220.			
Correspondence and Flight	90 percent of charges–Monthly entitlement charge - $220.			

APPENDIX B-1: Veterans Application for Program of Education or Training. VA Form 21E-1990. (Instructions and Forms)

IMPORTANT

READ THE FOLLOWING INSTRUCTIONS CAREFULLY BEFORE FILLING OUT YOUR APPLICATION

Answer all questions fully and accurately, or mark space "N/A" (not applicable). The information you give will assist us to determine your eligibility for the program you desire to take.

ATTACH A COPY OF YOUR FORM DD 214 or other evidence of your Armed Forces discharge. Failure to do so may delay processing of your application while VA verifies duty dates with the service department.

If you have a SERVICE-CONNECTED disability, you may be entitled to Vocational Rehabilitation Training, under Chapter 31, Title 38, U.S.C., which usually provides more favorable benefits. Use VA Form 21E-1900, Disabled Veteran's Application for Vocational Rehabilitation.

DO NOT USE THIS FORM to apply for training to be entered while on active duty. Use VA Form 21E-1990a, Serviceman's Application for Program of Education, for that purpose. If you expect to be discharged soon and intend to enter training after discharge, wait until then to file this form with your separation certificate DD 214. Upon receipt of both, VA will promptly issue you a certificate of eligibility at your permanent address.

GENERAL INFORMATION

1. ELIGIBILITY FOR EDUCATIONAL ASSISTANCE - You must meet all of the following requirements:

a. Discharge or release from duty under conditions other than dishonorable;

b. Active duty for a continuous period of 181 days or more, any part of which occurred after January 31, 1955, or if less than 181 days, the discharge after January 31, 1955, was for a service-connected disability.

2. ENTITLEMENT AND DURATION OF ELIGIBILITY - You will be entitled to one and one-half months of educational benefits for each month or fraction of a month of creditable active duty after January 31, 1955, or, if you served 18 continuous months or more after this date and were released under conditions which satisfied your active duty obligation, you will be entitled to 36 months. The maximum entitlement granted under this law may not exceed 36 months or when added to periods of education or training, if any, under other laws administered by the VA may not exceed 48 months - EXCEPT:

a. If you are in training on the date your entitlement expires, the VA may extend your benefits to the end of the term, quarter or semester, even though this would carry you beyond 36 months or 48 months whichever is applicable. If you are attending a course not divided into semesters, etc., and you have completed a major portion of the course, your entitlement may be extended to the end of the course or for twelve weeks, whichever is less. If your course is exclusively flight or correspondence training, a similar extension may be granted, measured by the entitlement charged at the rate of 1 month for each $175 paid.

b. Generally, a minimum of 14 credit hours is required for full time enrollment in a course leading to a standard college degree. The law authorizes VA to honor full time certifications from colleges that require less than 14 credit hours. However, not less than 12 credit hours will be accepted as full time. A student pursuing a complete program of education leading to a standard college degree at the full time rate of 12 credit hours will most likely exhaust entitlement to educational assistance allowance prior to completing the requirements for graduation.

c. If you have not completed high school training, you may receive educational benefits without charge against basic entitlement for elementary and high school courses or additional training, such as refresher courses or deficiency courses, needed to qualify for admission to an appropriate educational institution.

d. If you are pursuing a course beyond high school at a rate of 1/2 time or more and have a marked deficiency in a subject which is essential to the satisfactory pursuit of an approved program of education you may be entitled to a special supplementary payment for the cost of necessary individualized tutorial assistance. This payment will be at the rate of the cost of such tutorial assistance, not to exceed $50 per month, for a maximum of nine months.

3. DEADLINES - You must complete your program within eight years after last discharge or release from active duty or within eight years after June 1, 1966 if you were discharged or released from active duty prior thereto; Except,

a. If you have secured a change in the character of your discharge, your program must be completed eight years after the date of change; or,

b. If you enroll in farm cooperative, apprentice, on-the-job or flight training, your program must be completed eight years after your discharge or eight years after August 31, 1967, if discharged prior thereto.

4. LIMITATIONS ON EDUCATIONAL ASSISTANCE - No allowance may be paid under this law if you are attending a course of education or training paid for under the Government Employees' Training Act and you are also receiving your full salary while so training. Should you receive or expect to receive educational assistance as noted above, furnish all details in Item 20 "Remarks" so that we can inform you of your rights.

5. EDUCATIONAL ALLOWANCES - The law grants you a monthly allowance to help you meet in part the cost of your subsistence, tuition, fees, books, supplies and equipment and other costs of the course. The amount of educational assistance allowance will be based on your rate of training and, if half-time or more, on the number of your dependents. The rates payable to veteran-students are shown in the following table:

NOTE: Please see new rate schedule on previous page.

NOTE: If you have dependents, see paragraph 6 on next page

VA FORM AUG 1970 **21E-1990**

DETACH AND KEEP THIS SHEET FOR FUTURE REFERENCE

GPO : 1971 O - 421-119

INSTRUCTIONS FOR COMPLETING APPLICATION

1. EDUCATIONAL AND VOCATIONAL COUNSELING – If you wish, a VA counselor will help you make plans for your further education and training and your future job or career. To enable you to choose the kind of work you would like to do and can succeed in, the counselor will help you to understand your interests, aptitudes and abilities, and how they compare with the requirements of various kinds of jobs. He will also help you plan a sound program of education or training that will prepare you for the field of work you choose.

Counseling is available to you whether or not you have decided on your program of education or training. Even though you have already selected your program, you may wish to consider your decision further with the counselor or get other help regarding your school and job plans.

If you want professional help, which can include educational testing and interviewing, in reaching sound educational and vocational decisions you may request a counseling appointment by so indicating in Item 20, "Remarks". There is no charge for the counseling, but any necessary travel will be at your expense. (NOTE: Counseling is not available in foreign countries, except in the Republic of the Philippines.)

2. SELECTION OF A PROGRAM (Item 17) - The purpose of this law is to help you reach a definite identified goal. All courses must be approved by the State Approving Agency or the VA before your Application may be approved. If you select flight training, the course must also be approved by the Federal Aviation Agency. Within these limits, you may choose any approved program of education you need to reach the educational, professional, or vocational goal you have in mind.

You may select almost any school or job training establishment, so long as the school or employer offering the approved course will accept and retain you; except that courses at Institutions of Higher Learning only are approved for training in foreign countries.

You should give very careful consideration to your choice of program, especially since not more than two changes of program may be approved under the law, as explained in paragraph 4.

Your goal or objective may be stated in terms of a profession, a trade, or a vocation, or in terms of an educational goal such as a college degree. If your goal is educational, you should list as your objective the highest degree you wish to receive, such as Bachelor's Degree, Master's Degree, Ph.D. Degree.

If you have already selected a program but wish counseling in order to give further consideration to your decision and your plans, your Certificate of Eligibility will be issued immediately.

The following examples describe a complete program for entry in Item 17 of the application:

COLLEGE OR UNIVERSITY PROGRAM: Enter in Item 17A, "Ph.D." Enter in Item 17B, "Bachelor of Arts, Master of Arts and Ph.D."

EDUCATIONAL PROGRAM IN OTHER SCHOOL: Enter in Item 17A "High School Diploma." Enter in Item 17B the course or courses by the exact names as given in the school literature.

VOCATIONAL OBJECTIVE: Enter in Item 17A "Auto Mechanic." Enter in Item 17B the courses as given in the vocational school literature.

APPRENTICESHIP OR OTHER ON-THE-JOB TRAINING: Enter in Item 17A your occupational objective, such as, "Carpenter." Enter in Item 17B the approved program, such as "Carpentry." NOTE: Apprenticeships must meet the standards published by the U.S. Secretary of Labor. On-job programs are limited to two years.

FARM COOPERATIVE: Enter in Item 17A, "Farmer-General." Enter in Item 17B, the course or courses by the exact names as given in the school literature, together with the name of the employer where you are engaged in your concurrent agricultural employment. If you operate your own farm, enter "Self-employed."

FLIGHT COURSE: Enter in Item 17A "Commercial Pilot." Enter in Item 17B the required courses. You must also furnish to the school evidence of a valid private pilot's license and evidence that you meet the medical standards necessary for a commercial pilot's license.

3. PROGRAMS WHICH MAY NOT BE APPROVED - You should not apply for a program leading to an objective for which you are already qualified. The law provides that the VA shall not approve an application for an educational, professional, or vocational objective when the veteran is already qualified for such an objective by reason of previous education and training. A program leading to an objective above the one for which the veteran is already qualified may be approved. For example, a veteran who now has a bachelor's degree may be approved for a graduate program.

The law prohibits approval of any sales or sales management course which does not provide specialized training within a specific vocational field, unless the eligible person or the institution offering such course submits justification showing that at least one-half of the persons completing such course over the preceding two-year period have been employed in the sales or sales management field.

The law also prohibits the approval of a program for avocational or recreational purposes.

Courses in bartending or personality development are prohibited and cannot be approved under any conditions.

4. CHANGE IN PROGRAM - A change of program is a change in the educational, professional, or vocational objective for which you originally applied, with corresponding changes in the type of courses which may be required to attain the new objective. The law permits you to make one change of program, unless your initial program was interrupted or discontinued because of unsatisfactory conduct or progress, in which case counseling will be required to determine if further education and/or the requested change may be approved. Approval will be given if the counselor finds that the new program is in keeping with your aptitudes, abilities and interests and it is reasonable to believe that you will be successful in its pursuit.

Any time you desire to make a second change of program, counseling is required. Only in cases of required counseling, will travel costs be paid by the VA.

If you desire to change your program you must submit a request for approval on VA Form 21E-1995.

5. CHANGE OF SCHOOL OR PLACE OF TRAINING - The law places no restrictions upon a change of school or place of training for the pursuit of the same course or program so long as your conduct and progress at the previous school are satisfactory, and the transfer can be made without substantial loss of credit. However, you must apply on VA Form 21E-1995 for VA approval of the change before you transfer to the new school. You will also have to secure the approval of the schools involved, where necessary.

6. DEPENDENCY EVIDENCE - If you feel you qualify for one of the rates based on dependency shown in the "Rate Table" of the General Information, you should submit the following evidence to VA as soon as possible, if not already of record.

a. WIFE

(1) A copy of the public or church record of your marriage, signed by the official or clergyman who has custody of the records with his seal clearly impressed, and

(2) If you have been married before, you should show the date, place, and manner of dissolution of each prior marriage. If your wife has been married before, similar information regarding her former marriages must also be shown.

b. DEPENDENT HUSBAND

(1) The information requested in paragraph (a) above, and

(2) Evidence to show that your husband is permanently unable to support himself because of mental or physical disability, and

(3) A statement of the amount and source of your husband's income.

c. MINOR CHILD

(1) A copy of the public record of birth, or a copy of the church record of baptism, signed by the official or clergyman who has custody of the records with his seal clearly impressed.

(2) If the child is adopted, a copy of the court record of adoption, or if not obtainable, a copy of the child's revised birth certificate.

d. DEPENDENT PARENT

(1) A copy of the public record of your birth, or a copy of your baptism, signed by the official or clergyman who has custody of the records with his seal clearly impressed, and

(2) Veterans Administration "Statement of Dependency" (VA Form 21-509).

7. INFORMATION AND ASSISTANCE - Additional information and assistance may be obtained from any VA office or United States Veterans Assistance Center (USVAC). Local representatives of the various veterans' organizations and the American Red Cross also have information and forms available.

Form Approved
Budget Bureau No. 76-R0543

VETERANS ADMINISTRATION

VETERAN'S APPLICATION FOR PROGRAM OF EDUCATION OR TRAINING

(Under Chapter 34, Title 38, United States Code)

1. VA FILE NO. *(If known)* C-

PAYEE NO. 00

2. VA OFFICE WHERE RECORDS ARE LOCATED *(If known)*

IMPORTANT--Before completing this form read the instructions. Type or print answers in ink. If additional space is required, attach separate sheets and key answers to item numbers. Return this application to the VA office serving the area where you live.

3. NAME OF APPLICANT *(First, Middle, Last)*	4. SOCIAL SECURITY NO.	5. SEX ☐ MALE ☐ FEMALE	
6. MAILING ADDRESS *(Number and street or rural route, city or P.O., and State)*	7. ZIP CODE	8. DATE OF BIRTH	9. TELEPHONE NO.

VETERANS ADMINISTRATION BENEFITS AND EDUCATION OR TRAINING

(DO NOT WRITE IN THIS SPACE) (VA DATE STAMP)

10. BENEFITS PREVIOUSLY APPLIED FOR

TYPE OF BENEFITS *(Check applicable boxes)*

A. ☐ NONE
B. ☐ HOSPITALIZATION OR MEDICAL CARE
C. ☐ WAIVER OF NSLI PREMIUMS
D. ☐ DISABILITY COMPENSATION OR PENSION
E. EDUCATION OR TRAINING BASED ON: *(Complete Item 11)* ☐ WW II SERVICE ☐ KOREAN CONFLICT SERVICE
F. ☐ WAR ORPHANS OR DEPENDENTS EDUCATIONAL ASSISTANCE *(Complete Items 10I, 10J and 11)*
G. ☐ DENTAL OR OUTPATIENT TREATMENT
H. ☐ OTHER *(Specify)*

Complete only if box F is checked ▶ 10I. NAME OF PARENT | 10J. PARENTS FILE NO.

11. EDUCATION OR TRAINING UNDER OTHER VA LAWS

DATES ATTENDED (A) FROM	DATES ATTENDED (B) TO	CREDIT HRS. (C)	PUBLIC LAW *(If known)* (D)	NO. OF HOURS ATTENDED PER WEEK (E)	NAME AND ADDRESS OF SCHOOL OR TRAINING ESTABLISHMENT (F)

12. SERVICE INFORMATION

NOTE: Enter complete information for each period of active duty and attach Forms DD 214 and other separation papers for all periods of active duty since January 31, 1955. Enter the last period on the first line. (Failure to furnish Forms DD 214 or other separation papers will delay action on your claim.)

SERVICE NO. *(Prefix and Suffix)* (A)	BRANCH OF SERVICE (B)	DATE ENTERED ACTIVE DUTY (C)	DATE SEPARATED FROM ACTIVE DUTY (D)	TYPE OF SEPARATION OR DISCHARGE (E)	GRADE OR RANK AT SEPARATION OR DISCHARGE (F)	FOR VA USE ONLY
						BR
						ASC

PRESENT MILITARY STATUS

G. IF MEMBER OF RESERVE GIVE TERMINAL DATE | H. BRANCH OF SERVICE

I. IF COMPLETELY SEPARATED GIVE TERMINAL DATE OF RESERVE OBLIGATION

J. IF ON RETIRED STATUS ☐ PAY STATUS ☐ NON PAY STATUS ☐ MEMBER TEMPORARY DISABILITY RETIRED LIST

K. BRANCH OF SERVICE

13. EDUCATION OR TRAINING RECEIVED WHILE ON ACTIVE DUTY

SERVICE ACADEMIES

A. NAME OF ACADEMY ☐ USMA WEST POINT ☐ USCGA NEW LONDON ☐ USNA ANNAPOLIS ☐ USAFA COLORADO SPRINGS

B. DATES ATTENDED FROM- TO- | C. DEGREE REC.

OTHER SERVICE SCHOOLS

D. NAME AND ADDRESS OF SCHOOLS | E. DESCRIPTION OF SUBJECTS COVERED

F. DATES ATTENDED FROM- TO- | G. QUALIFICATION OR RATING ATTAINED AT END OF TRAINING

CIVILIAN SCHOOL ASSIGNED AS PART OF MILITARY DUTY

H. NAME AND ADDRESS OF SCHOOL

I. DATES ATTENDED FROM- TO- | J. DEGREE REC.

FOR VA USE ONLY	STATE ▶	ED LEVEL ▶	DEP. ▶	POWER OF ATTY. ▶	COUNS ▶	DATE CLAIM REC. ▶

VA FORM AUG 1970 **21E-1990**

SUPERSEDES VA FORM 21E-1990, NOV 1968 WHICH WILL NOT BE USED.

14. CIVILIAN EDUCATION *(Do not repeat education and training shown in Items 11 and 13.)*

A. NAME AND ADDRESS OF HIGH SCHOOL	B. DATES ATTENDED FROM	B. DATES ATTENDED TO	C. Place "X" in block indicating highest grade completed. 1 2 3 4 5 6 7 8 9 10 11 12	D. DID YOU GRADUATE? ☐ YES ☐ NO

E. IF YOU DID NOT GRADUATE, DO YOU HAVE A HIGH SCHOOL EQUIVALENCY DIPLOMA? ☐ YES ☐ NO *(If "Yes," complete items 14F and 14G)*	F. DATE OF EQUIVALENCY DIPLOMA	G. NAME AND ADDRESS OF INSTITUTION GRANTING EQUIVALENCY DIPLOMA

H. NAME OF COLLEGE OR UNIVERSITY, CITY, STATE AND ZIP CODE	DATES ATTENDED FROM	DATES ATTENDED TO	CREDIT HOURS SEMESTER	CREDIT HOURS QUARTER	DEGREE RECEIVED	NAME OR DESCRIPTION OF COURSE

I. OTHER SCHOOL COURSES *(For example, vocational, trade, or correspondence)*	FROM	TO	CERTIFICATES RECEIVED	DESCRIPTION OF COURSE

J. NAME OF APPRENTICE OR OTHER ON-THE-JOB TRAINING COURSE	K. DATES OF TRAINING FROM TO	L. PLACE OF TRAINING

M. HAVE YOU EVER HELD A LICENSE TO PRACTICE A PROFESSION OR JOURNEYMAN RATING TO WORK AT A TRADE? *(Examples, electrician, radio operator, teacher, lawyer, CPA, bricklayer, carpenter, etc.)* ☐ YES ☐ NO *(If "Yes," complete items 14N and 14O)*	N. NAME OF LICENSE OR JOURNEYMAN RATING	O. STATE IN WHICH HELD

15. IF YOU ARE APPLYING FOR A VOCATIONAL FLIGHT COURSE COMPLETE ITEMS 15A THRU 15C.

A. MILITARY AVIATION EXPERIENCE			B. FAA CERTIFICATE & RATINGS	C. CIVILIAN FLYING HOURS S.E. PROP.	M.E. PROP.	JET	HELO.
AIRCRAFT MODEL							
CREW POSITION							
HOURS							
QUALIFICATION DATE							

16. EMPLOYMENT EXPERIENCE

A. PRINCIPAL OCCUPATION BEFORE ENTERING MILITARY SERVICE	B. NO. OF MONTHS EMPLOYED IN THIS OCCUPATION	C. PRINCIPAL OCCUPATION AFTER SEPARATION FROM MILITARY SERVICE	D. NO. OF MONTHS EMPLOYED IN THIS OCCUPATION

17. PROGRAM OF EDUCATION SELECTED *(Read paragraphs 1, 2 and 3 of instructions before completing this section.)*

A. WHAT IS THE FINAL EDUCATIONAL, PROFESSIONAL OR VOCATIONAL GOAL YOU PLAN TO REACH THRU THE PROGRAM FOR WHICH YOU ARE APPLYING?	B. DESCRIBE THE COMPLETE PROGRAM IN GENERAL TERMS

C. EDUCATION OR TRAINING WILL BE BY ☐ SCHOOL ATTENDANCE ☐ CORRESPONDENCE ☐ APPRENTICE OR ON-THE JOB ☐ FLIGHT TRAINING ☐ FARM COOPERATIVE	D. NAME AND ADDRESS OF SCHOOL OR TRAINING ESTABLISHMENT

18A. HAVE YOU BEEN ACCEPTED BY THE SCHOOL NAMED IN 17D? ☐ YES ☐ NO *(If "Yes," complete items 18B, 18C and 18D)*	18B. DATE YOUR PROGRAM WILL BEGIN MONTH	DAY	YEAR

18C. RATE AT WHICH YOU WILL PURSUE YOUR PROGRAM ☐ FULL TIME ☐ 1/2 TIME ☐ 3/4 TIME ☐ LESS THAN 1/2 TIME	18D. NUMBER OF CREDIT OR CLOCK HOURS FOR WHICH YOU WILL ENROLL DURING THE FIRST QUARTER, TERM OR SEMESTER CREDIT	CLOCK

19. DO YOU EXPECT TO RECEIVE EDUCATIONAL BENEFITS UNDER THE GOVERNMENT EMPLOYEES' TRAINING ACT DURING THIS NEW PERIOD OF EDUCATION? ☐ YES ☐ NO *(If "Yes," furnish full details in item 20.)*	20. REMARKS

21. MARITAL STATUS AND DEPENDENCY INFORMATION *(See instruction 6)*

A. MARITAL STATUS *(Check one)*	B. NUMBER OF TIMES YOU HAVE BEEN MARRIED	C. NUMBER OF TIMES YOUR PRESENT SPOUSE HAS BEEN MARRIED
☐ NEVER MARRIED ☐ WIDOWED ☐ MARRIED ☐ DIVORCED		
D. DO YOU AND YOUR PRESENT SPOUSE LIVE TOGETHER? ☐ YES ☐ NO *(If "No," give her address in item 21E)*	E. PRESENT ADDRESS OF SPOUSE	

	TO WHOM MARRIED (A)	DATE AND PLACE OF MARRIAGE (B)	HOW MARRIAGE TERMINATED *(Death, divorce)* (C)	DATE AND PLACE OF TERMINATION (D)
22. FURNISH THIS INFORMATION ABOUT YOUR PRESENT MARRIAGE AND ANY PREVIOUS MARRIAGES				
23. FURNISH THIS INFORMATION ABOUT ANY PREVIOUS MARRIAGES OF YOUR PRESENT SPOUSE	TO WHOM MARRIED (A)	DATE AND PLACE OF MARRIAGE (B)	HOW MARRIAGE TERMINATED *(Death, divorce)* (C)	DATE AND PLACE OF TERMINATION (D)

24. DEPENDENT CHILDREN

Furnish the following information about your children. List each of your living unmarried children who is: (A) under 18 years old, or (B) over 18 and under 23 years and attending school or (C) a child of any age who became permanently incapable of self-support due to physical or mental illness before age 18. If you have more than four children, list additional children on reverse.

FULL NAME OF CHILD (A)	DATE OF BIRTH *(Mo., day, yr.)* (B)	PLACE OF BIRTH (C)	NAME AND ADDRESS OF PERSON HAVING CUSTODY OF CHILD (D)

NOTE - Please identify in items 24E and 24F any child named above who is over 18 yrs. old and indicate whether attending school or permanently incapable of self-support.	E. NAME OF CHILD OVER 18 YEARS	F. STATUS OF CHILD ☐ ATTENDING SCHOOL ☐ PERMANENTLY INCAPABLE OF SELF SUPPORT

25. OTHER DEPENDENTS

A. IS YOUR FATHER DEPENDENT ON YOU FOR SUPPORT? ☐ YES ☐ NO *(If "Yes" answer item 25B and submit forms required in instruction 6D)*	B. NAME AND ADDRESS OF DEPENDENT FATHER
C. IS YOUR MOTHER DEPENDENT ON YOU FOR SUPPORT? ☐ YES ☐ NO *(If "Yes," answer item 25D and submit forms required in instruction 6D)*	D. NAME AND ADDRESS OF DEPENDENT MOTHER

I HEREBY CERTIFY THAT all statements herein are true and complete to the best of my knowledge and belief, and I herewith apply for a program of education, or training under Chapter 34, Title 38, United States Code. I authorize release of school and testing records to the VA for use in counseling me and supervising my program of education and training.

26. HAVE YOU ATTACHED FORM DD214 FOR ALL PERIODS OF SERVICE? ☐ YES ☐ NO	27. DATE SIGNED	28. SIGNATURE OF VETERAN *(Do not print)* *SIGN HERE IN INK* ▶

PENALTY – Willful false statements as to a material fact in a claim for education is a punishable offense and may result in the forfeiture of these or other benefits and in criminal penalties.

APPENDIX B-2: Application and Enrollment Certification for Individualized Tutorial Assistance. VA Form 21E-1990t. (Instructions and Form)

INFORMATION AND INSTRUCTIONS

Eligibility. A veteran or serviceman (other than one enrolled under the Predischarge Education Program) who has a marked deficiency in a subject required as part of, prerequisite to, or indispensable to the satisfactory pursuit of, his approved program, and who is pursuing a post secondary program of education on a half time or more basis at an educational institution, may receive a supplementary allowance for individualized tutorial assistance necessary to correct the marked deficiency. A passing, but non credit grade may be a deficiency.

Claims for Supplementary Allowance. After completion of the tutorial assistance, this form should be completed by the student and the certifying official of the school.

The student must report the number of individualized tutorial sessions he received.

An official of the school must certify that the tutorial assistance was required for the satisfactory pursuit of the student's approved program, that the charges do not exceed the customary charges for such assistance, and that the tutor is qualified to conduct corrective individualized tutorial assistance. The individuality of the assistance must be established.

The completed form with the certifications of the student and the school official should be submitted to the VA office where the student's records are located.

The claim must be received by the VA within one year of the end of a quarter, semester, term or other division of a school year in which the tutorial assistance was furnished.

Payments. The supplementary assistance allowance will be paid at the rate of the monthly cost of tutorial assistance not to exceed $50.00 per month. This is in addition to the regular monthly rate of educational assistance allowance payable while in pursuit of the approved program of education.

Entitlement. Tutorial assistance is limited to a maximum of nine months ($450). Payment of the supplementary allowance in any amount for a calendar month, or a fraction of a calendar month, constitutes the use of one full month of tutorial assistance. No charge will be made against the student's basic entitlement to educational assistance for any tutorial assistance received.

Form Approved
Budget Bureau No. 76-R0581

VETERANS ADMINISTRATION

APPLICATION AND ENROLLMENT CERTIFICATION FOR INDIVIDUALIZED TUTORIAL ASSISTANCE

(Chapter 34, Title 38, USC)

1. VA FILE NUMBER	PAYEE NO.	TRANS.
C -	00	06 H

IMPORTANT – Before completing this form read the instructions on the reverse. Type or print answers in ink. If additional space is required, attach separate sheets and key answers to item numbers. Return this form to the VA office where your records are located.

2. VA OFFICE WHERE YOUR RECORDS ARE LOCATED *(If known)*

FILE DESIG. V

3. NAME OF APPLICANT *(First, Middle, Last)*

4. DATE OF BIRTH

5. TELEPHONE NO.

6. MAILING ADDRESS *(Number and street or rural route, city or P.O., and State)*

7. ZIP CODE

FOR VA USE ONLY
MAIL CODE

8. NAME OF COURSE OR CURRICULUM IN WHICH YOU ARE CURRENTLY ENROLLED

9. CREDIT HOUR OR CLOCK HOUR LOAD

10. FINAL EDUCATIONAL, PROFESSIONAL, OR VOCATIONAL GOAL

(DO NOT WRITE IN THIS SPACE)
(VA DATE STAMP)

11. SUBJECTS AND AREAS IN WHICH YOU HAD A MARKED DEFICIENCY REQUIRING INDIVIDUALIZED TUTORIAL ASSISTANCE

12. NAME, POSITION AND ADDRESS OF TUTOR

13. SCHEDULE AND CHARGES FOR TUTORIAL ASSISTANCE

MONTH AND YEAR (A)	DATES OF SESSIONS *(Days)* (B)	NO. OF HOURS OF INSTRUCTION THIS MONTH (C)	CHARGE PER HOUR (D)	TOTAL CHARGES THIS MONTH (E)

I HEREBY CERTIFY THAT: (1) The facts stated above are true and correct; (2) I received the tutorial assistance shown above.

FOR VA USE ONLY
TOTAL PAYMENT DUE

14. DATE SIGNED

15. SIGNATURE OF APPLICANT *(Do not print)*

16. INDICATE WHETHER SCHOOL IS COLLEGE, JUNIOR COLLEGE OR OTHER THAN COLLEGE LEVEL *(Check appropriate box)*

☐ COLLEGE ☐ JUNIOR COLLEGE ☐ OTHER THAN COLLEGE LEVEL

☐ A. COST CODE 24
☐ B. COST CODE 25
☐ C. COST CODE 26

IT IS HEREBY CERTIFIED THAT: (1) The individualized tutorial assistance shown above was required for the satisfactory pursuit of the student's approved program; (2) The tutor named above is qualified to conduct individualized tutorial assistance; (3) The charges do not exceed the customary charges for such tutorial assistance.

17. NAME AND ADDRESS OF EDUCATIONAL INSTITUTION

18. DATE SIGNED

19. SIGNATURE AND TITLE OF CERTIFYING OFFICIAL

PENALTY – Willful false statements as to a material fact in a claim for education is a punishable offense and may result in the forfeiture of these or other benefits and in criminal penalties.

FOR VA USE ONLY

APPROVAL DATE	SIGNATURE OF ADJUDICATOR	STATION NUMBER

VA FORM AUG 1970 **21E-1990t**

APPENDIX B-3: Certification of Pursuit of Course Leading to a Standard College Degree. VA Form 21E-6653

VETERANS ADMINISTRATION

CERTIFICATION OF PURSUIT OF COURSE LEADING TO A STANDARD COLLEGE DEGREE

(Chapter 34 and 35, Title 38, U.S.C.)

Form Approved
Budget Bureau No. 76-R0405

IMPORTANT—Read these instructions carefully. Return the card PROMPTLY to receive payments due you to the end of your period of enrollment. If this card IS NOT COMPLETED AND RETURNED, you will receive no further payment, you will not be allowed to reenroll under any VA program and you may be required to repay all the amounts which you have already received covering the attendance period to be certified. DO NOT FOLD, STAPLE, CUT OR TEAR THIS CARD. If damaged, destroyed or lost, ask the VA for another card.

SECTION I — The preprinting in this Section shows the VA's record of your enrollment.. Review it for correctness. Report any errors in "REMARKS".

SECTION II — Use to verify your enrollment or report changes.

a. NO CHANGE IN ENROLLMENT—Check (✓) Item 2 if you completed the course or are still enrolled for the period and hours printed in Item 1.

b. CHANGED WORKLOAD — Check (✓) Item 3, enter new hours (semester credit or clock) in Item 3A, and the date of change in Item 3B.

c. TERMINATED ENROLLMENT — If you withdrew from classes or were dropped by the school, check Item 4. Enter the last date of attendance in Item 4A, and the reason in Item 4B.

SECTION III — Use to report any degree, certificate or license to be conferred. If at the end of this report period you will complete requirements for a degree, certificate, or license, enter the type of degree, certificate, or license to be conferred in Item 5A and the major field in Item 5B.

ADDRESS CHANGE — If you are temporarily changing address shown in Item 6, but plan to return, notify the postmaster to forward your check. If you are changing your address permanently, neatly line out the preprinted address and print your new address in the remaining space. Be sure to show ZIP code.

CHANGE IN DEPENDENCY STATUS (Veteran Only)—You must promptly notify the VA of any change in the number of dependents for whom you have been awarded additional Educational Assistance Allowance, or if you acquire any new dependents.

DUPLICATION OF FEDERAL BENEFITS are prohibited by law. If you receive such benefits, you must furnish full facts to the VA for a decision as to your entitlement to VA benefits.

RETURN TO VA — as soon as you complete this card, place it in the enclosed envelope, being certain the address of the VA office in Item 7 is visible before sealing. Be sure you have signed and dated the card.

VA FILE NUMBER — Always refer to the VA file number shown in block 7A when communicating with the VA about this enrollment..

CAUTION — Willful false reports concerning benefits payable by the VA may result in fine or imprisonment, or both.

FORM 21E-6553, APR. 1971

ECC 333

READ INSTRUCTIONS CAREFULLY BEFORE COMPLETING

SECTION I - VA RECORD OF ENROLLMENT

1. PERIOD FOR WHICH CERTIFICATION IS REQUIRED

FOR VA USE ONLY	HOURS	DATE STARTING	DATE ENDING

6. NAME AND ADDRESS OF PAYEE

7. VETERANS ADMINISTRATION OFFICE

8. REMARKS

A | B | C | D

DATE SIGNED

SIGNATURE OF STUDENT

SECTION II - CERTIFICATION BY STUDENT

☐ 2. THERE HAS BEEN NO CHANGE IN MY ENROLLMENT AS SHOWN IN SECTION I. (COMPLETE SECTION III IF APPLICABLE)

OR

☐ 3. I CHANGED MY WORKLOAD TO — 3A. NEW NO. OF HOURS — 3B. EFFECTIVE (Mo., day, yr.)

OR

☐ 4. I TERMINATED MY ENROLLMENT ON — 4A. DATE (Mo., day, yr.) — 4B. REASON

I CERTIFY THAT I have examined the information in Section I and that the entries I have made in Sections II and III are true and correct.

SECTION III - DEGREE, CERTIFICATE, OR LICENSE

NOTE — IF AT THE END OF THIS ENROLLMENT PERIOD YOU RECEIVE A DEGREE, CERTIFICATE, OR LICENSE, COMPLETE ITEMS 5A AND 5B.

5A. DEGREE, CERTIFICATE, LICENSE — 5B. MAJOR FIELD

FOR VA USE ONLY

ECC 333B

APPENDIX B-4: Request for Change of Program or Place of Training. VA Form 21E-1995. (Instructions and Form)

INSTRUCTIONS TO APPLICANT

1. CHANGE OF PLACE OF TRAINING—The law places no restriction upon a change of place of training for the pursuit of the same course or program so long as your conduct and progress are satisfactory, and the transfer can be made without substantial loss of credit. However, you should not make the actual change until you receive VA approval of the change on VA Form 21E-1993 or 1993a.

2. CHANGE OF PROGRAM—A change of program is a change in the educational, professional, or vocational objective for which you originally applied, with corresponding changes in the type of courses which may be required to attain the new objective. If you need help to decide whether to change your program or to select a suitable program, it may be to your advantage to request counseling by stating in Item 12 "REMARKS", that you want a counseling appointment.

a. The law permits you to make one change of program when your initial program is completed or terminated under satisfactory conditions.

b. Counseling is required when your initial program is discontinued because of unsatisfactory progress or conduct.

c. Counseling is also required to make a second change of program. Not more than two changes of program will be approved under any circumstances.

3. VOCATIONAL AND EDUCATIONAL COUNSELING—Counseling will be provided as described above without charge, to help you select a program suitable to your aptitudes, interests and abilities. If you want complete educational testing and professional counseling, you may request an appointment by so indicating in Item 12 "REMARKS". You will be notified when and where to report. If you cannot appear for a counseling appointment after it is scheduled, you should notify the VA promptly, otherwise no further action will be taken on your request. (NOTE: Counseling for servicemen is only available to those who can appear for an appointment when scheduled. Counseling is not available in foreign countries except the Republic of the Philippines.)

4. OBJECTIVE—Enter in Item 18 the final educational, professional, or vocational goal or objective for which you expect to qualify. This means the goal you expect to reach by completing your training program. Your goal or objective may be stated in terms of a profession, trade, or vocation, or in terms of an educational goal such as a high school diploma or a degree. If your goal is educational, you should list as your objective the highest degree you wish to receive. In Item 20 check the method of education or training you plan to pursue.

5. PROGRAM OUTLINE—Enter in Item 19 the course or courses, or curriculum or curricula by the exact names as given in the school literature and required to reach the objective shown in Item 18.

EXAMPLES OF OBJECTIVE AND PROGRAM OUTLINES:

COLLEGE PROGRAM—Objective "PH D" in Item 18; "BA, MA and PH D Degrees" in Item 19. If you do not plan to take a degree course, list the specific subjects you wish to take to reach the objective.

PROFESSIONAL PROGRAM—Objective "Lawyer" in Item 18; "Bachelor of Laws Degree" and "Bar Review Course" in Item 19.

VOCATIONAL PROGRAM—Objective "Radio-TV Repairman" in Item 18; "Radio-TV Service Course" in Item 19.

APPRENTICESHIP OR OTHER ON-JOB TRAINING PROGRAM—Objective "Carpenter" in Item 18; "Carpentry" in Item 19.

6. PROGRAMS WHICH MAY NOT BE APPROVED—You should not apply for a program leading to an objective for which you are already qualified. The law provides that the VA shall not approve an application for an education, professional, or vocational objective when the person is already qualified for such objective by reason of previous education and training.

The law prohibits approval of any sales or sales management course which does not provide specialized training within a specific vocational field, unless the eligible person or the institution offering such course submits justification showing that at least one-half of the persons completing such course over the proceding two-year period have been employed in the sales or sales management field.

The law also prohibits the approval of a program for avocational or recreational purposes. If the course you wish to take is one usually pursued for such purposes, you must submit justification showing the course will be of bona fide use in the pursuit of your present or contemplated business or occupation.

Courses in bartending or personality development are prohibited and cannot be approved under any conditions.

7. LIMITATIONS ON EDUCATIONAL ASSISTANCE—Educational subsistence allowance under this law cannot be paid for any period during which an eligible person: (A) is on active duty and is pursuing a course of education which is being paid for by the Armed Forces, or by the Department of Health, Education and Welfare in the case of the Public Health Service; or (B) is attending a course of education or training paid for under the Government Employee's Training Act while an employee of the United States Government and whose full salary is paid to him while so training. If you are attending or expect to attend a course paid for as noted above, furnish full details in Items 11 and 12, so that we can inform you of your rights to education assistance from the VA.

8. CHANGE OF ADDRESS—Keep the Veterans Administration informed of your latest address. Whenever you move, notify the VA immediately. You may obtain a Change of Address form (VA Form 572) from the nearest VA office. Be sure to show your ZIP Code. If you reside in an apartment, your apartment number should also be shown.

9. INFORMATION AND ASSISTANCE—Additional information and assistance may be obtained from any VA office or United States Veterans Assistance Center (USVAC). Local representatives of the various veterans' organizations and the American Red Cross also have information and forms available.

Form Approved
Budget Bureau No. 76-R0332

VETERANS ADMINISTRATION

REQUEST FOR CHANGE OF PROGRAM OR PLACE OF TRAINING

(Under Chapter 34, Title 38, U.S.C.)

1. VA FILE NO.
C-

2. ADDRESS OF VA OFFICE WHERE YOUR RECORDS ARE LOCATED *(If known)*

IMPORTANT—Before completing this form read the instructions on the reverse. Answer all questions fully. Type or print answers in ink. The law places certain restrictions on changes of program. You should not make any actual change until you receive VA approval of that change on VA Form 21E-1993 or 1993a.

3. FIRST NAME - MIDDLE NAME - LAST NAME OF APPLICANT	4A. MAILING ADDRESS *(No. and street or rural route, City or P. O., State and ZIP Code)*	4B. PHONE NO

5. ARE YOU NOW ON ACTIVE DUTY IN THE ARMED FORCES?	6. DATE COMMENCED ACTIVE DUTY
☐ YES ☐ NO *(If "Yes," complete Item 6)*	

7. NAME AND ADDRESS OF PRESENT OR LAST PLACE OF EDUCATION OR TRAINING UNDER THIS LAW	8. ACTUAL OR EXPECTED TERMINATION DATE	9. REASON FOR CHANGING COURSE OR PLACE OF TRAINING

10. ON WHAT DATE DO YOU PLAN TO RESUME YOUR EDUCATION OR TRAINING, IF APPROVED?	11. DO YOU EXPECT TO RECEIVE EDUCATIONAL BENEFITS UNDER THE GOVERNMENT EMPLOYEE'S TRAINING ACT WHILE YOU ARE AN EMPLOYEE OF THE UNITED STATES GOVERNMENT, OR, IF YOU ARE ON ACTIVE DUTY, FROM THE ARMED FORCES OR THE PUBLIC HEALTH SERVICE, DURING THIS NEW PERIOD OF EDUCATION? ☐ YES ☐ NO *(If "Yes," give details in Item 12 "REMARKS")*	12. REMARKS

13. PRESENT DEPENDENTS *(Check and complete all applicable items and attach copy of Public Record of marriage, birth of child or children, or proof of dependency of parent or husband if not already submitted)*

☐ NONE ☐ WIFE ☐ CHILDREN *(Specify number)* ☐ DEPENDENT HUSBAND ☐ PARENTS *(Specify number)*

14. HAVE YOU HAD ANY PREVIOUS MARRIAGES?	15. HAS YOUR SPOUSE HAD ANY PREVIOUS MARRIAGES?
☐ YES ☐ NO	☐ YES ☐ NO

REQUEST FOR CHANGE OF PLACE OF TRAINING *(To continue same program)*

16. NAME AND ADDRESS OF SCHOOL OR TRAINING ESTABLISHMENT WHERE YOU WISH TO CONTINUE YOUR PROGRAM	17. NAME THE COURSE OR CURRICULUM YOU WISH TO TAKE AT THE NEW PLACE OF TRAINING

REQUEST FOR CHANGE OF PROGRAM

18. WHAT IS THE FINAL EDUCATIONAL, PROFESSIONAL OR VOCATIONAL GOAL YOU PLAN TO REACH THRU THE NEW PROGRAM FOR WHICH YOU ARE APPLYING?	19. DESCRIBE THE PROGRAM OUTLINE IN GENERAL TERMS *(See Instruction 5)*

20. EDUCATION OR TRAINING WILL BE BY	21. NAME AND ADDRESS OF SCHOOL OR TRAINING ESTABLISHMENT
☐ SCHOOL ATTENDANCE ☐ FLIGHT TRAINING ☐ CORRESPONDENCE ☐ FARM COOPERATIVE ☐ APPRENTICE OR ON-THE-JOB	

22. HAVE YOU BEEN ACCEPTED BY THIS SCHOOL?	23. DATE YOUR PROGRAM WILL BEGIN		
☐ YES ☐ NO *(If "Yes," complete Items 23 thru 25)*	A. MONTH	B. DAY	C. YEAR

24. RATE AT WHICH YOU WILL PURSUE YOUR PROGRAM	25. NUMBER OF CREDIT OR CLOCK HOURS FOR WHICH YOU WILL ENROLL DURING THE FIRST QUARTER TERM OR SEMESTER	
☐ FULL TIME ☐ 1/2 TIME ☐ 3/4 TIME ☐ LESS THAN 1/2 TIME	A. CREDIT HOURS	B. CLOCK HOURS

I HEREBY CERTIFY THAT all statements herein are true and complete to the best of my knowledge and belief. I authorize release of school and testing records to the VA for use in counseling to assist me in planning a program of education and training.

DATE SIGNED	SIGNATURE OF APPLICANT *(Do not print)*
	SIGN HERE IN INK ▶

PENALTY: Willful false statements as to a material fact ... a claim for education is a punishable offense and may result in the forfeiture of these or other benefits and in criminal penalties.

FOR VA USE ONLY ▶	COURSE APPROVED ☐ YES ☐ NO	DATE COURSE APPROVED	FACILITY CODE	CERTIFIED BY	DATE	R.O. NO.

VA FORM JAN 1972 **21E-1995**

EXISTING STOCKS OF VA FORM 21E-1995, JUL 1971 WILL BE USED.

APPENDIX C

TESTS AND INVENTORIES

The approaches to testing most often used in a veterans' guidance and counseling program are listed on pages 38-45. The following discussion of additional tests and publications may be useful when making decisions about whether or not to use a particular testing approach.

Personality Tests and Inventories

No other type of test generates more opinions and controversy than personality tests, which attempt to measure emotional, motivational, interpersonal, and attitudinal characteristics. Most of the best known personality instruments are self-report inventories and, as such, are often subject to "faking." One widely used and highly researched test is the Minnesota Multiphasic Personality Inventory (MMPI). It was originally developed to assess traits characteristic of psychological abnormality, and the test scales were based on people who were clinically diagnosed as psychologically abnormal. As a highly complex instrument, it is inappropriate for use with students in an educational setting. If a personality inventory is desired, more suitable instruments are:

* the Omnibus Personality Inventory (OPI scales: anxiety, altruism, autonomy, estheticism, social extroversion, etc.);

* the California Psychological Inventory (CPI scales: dominance, flexibility, intellectual efficiency, responsibility, self-acceptance, etc.); or

* the Edwards Personality Preference Schedule (EPPS scales: abasement, achievement, affiliation, aggression, dominance, etc.).

Aptitude Tests

These tests attempt to identify areas for potential success, but they are often strongly related to past achievement. Two of the best known multiple aptitude batteries are the Differential Aptitude Tests (DAT) and the General Aptitude Test Battery (GATB). Local units of the United States Employment Service (USES) should be able to help the veteran by administering the GATB, which was developed through the U.S. Department of Labor. The new Nonreading Aptitude Test Battery (NATB), also developed by USES, is now available and is useful for students who do not read above the sixth grade level. Again, contact USES for information and find out what other testing services they can offer to veterans. Aptitude batteries may be useful for students who want information on areas of personal strengths and weaknesses.

Educational Tests

These are tests taken throughout the school years to measure the level of achievement relative to other pupils. Some examples are the Iowa Tests of Basic Skills and the Stanford Achievement Test. Certain diagnostic tests most often used by teachers--the Nelson-Denny Reading Test and the Brown-Carlson Listening Comprehension Test--come under this heading.

Several good sources are available for more complete explanations of testing, especially the new (1972) CSE - RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills ($8.50), available from:

Center for the Study of Evaluation
Graduate School of Education
University of California
405 Hilgard Avenue
Los Angeles, California 90024

This handbook thoroughly evaluates nearly every test that would be considered for use in a veterans' education program.

In addition, the following major test publishers and distributors can provide catalogues and specimen sets of test and price lists:

California Test Bureau, Del Monte Research Park, Monterey, Calif. 93940

Consulting Psychologists Press, Inc., 577 College Ave., Palo Alto, Calif. 94306

Educational and Industrial Testing Service, P.O. Box 7234, San Diego, Calif. 92107

Educational Testing Service, Princeton, N.J. 08540

Harcourt, Brace, Jovanovich, Polk & Geary, San Francisco, Calif. 94109

Houghton-Mifflin Company, 54 West 3rd Street, New York, N.Y. 10036

Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017

Science Research Associates, Inc., 259 East Erie Street, Chicago, Ill. 60611

Stanford University Press, Stanford, Calif.

RELATED READINGS

The following list includes reference materials that project staff members could use for information and approaches to guidance and counseling.

Counseling Services for Adults in Higher Education, Martha L. Farmer, ed. The Scarecrow Press, Inc., Metuchen, New Jersey.

Counseling Strategies and Objectives, Harold Hackney and Sherilyn Nye. Prentice-Hall, Englewood Cliffs, New Jersey.

Decisions and Values, M. Katz. College Entrance Examination Board, New York.

Decision Making and Vocational Development, E.L. Herr. Houghton-Mifflin, New York.

The Information Service in Guidance, W. Norris, F. Zeran, R. Hatch. Rand McNally, Chicago.

Information Systems for Vocational Decisions, D.V. Tiedeman. Harvard Graduate School of Education, Cambridge, Massachusetts.

Innovations in the Use of Career Information, J.M. Chick. Houghton-Mifflin, New York.

Occupational Information, R. Hoppock. McGraw-Hill, New York.

Occupational Information and Guidance, D. Sinick. Houghton-Mifflin, Boston.

The Psychology of Careers, D.E. Super. Harper and Row, New York.

The Work of the Counselor, Leona E. Tyler. Appleton-Century-Crofts, New York.

Veterans Outreach: Suggestions for an Effective Veterans Outreach Program for Colleges, Western Center for Veterans Programs, Los Angeles.

(Books specifically related to a guidance and counseling library are listed on pages 36-38.

COMMUNITY RESOURCE DIRECTORIES

Directory of Community Resources in Clackamas, Multnomah, and Washington Counties of Oregon; and Clark County of Washington. Tri-County Community Council, 718 West Burnside Street, Portland, Oregon 97209.

1972 Health, Welfare and Recreation Services Directory of King and Snohomish Counties, Washington. United Way of King County, 800 Lowman Building, 107 Cherry Street, Seattle, Washington 98104.

Directory: Youth and Adult Serving Agencies, Spokane, Washington. Department of Social and Health Services, Eastern Washington Staff Development Center, North 1306 Post Street, Spokane, Washington 99201.

Directory of Social Resources: Health, Welfare, Recreation and Education. Information and Referral Service, Health and Community Services Council of Hawaii, 200 N. Vineyard Blvd., Room 603, Honolulu, Hawaii 96817. January, 1972

Directory of Health, Welfare, Vocational and Recreational Services in Los Angeles County. Information and Referral Service of Los Angeles County, Inc., 621 South Virgil Avenue, Los Angeles, California 90005. 1971

1973 Directory of Social Services. Community Council serving Maricopa County, Phoenix, Arizona.

Directory of Social Resources. Tucson Community Council, Community Services Building, 3833 East Second Street, Tucson, Arizona 85716. 1972

Health Resources & Service Organization Manual. Southwest Areawide Health Planning Council, Helena, Montana.

Sunny Side Guide. Montana State Low Income Organization, Butte, Montana.

Health Services Information, Missoula County, Montana. The Health Team, 508 Toole Avenue, Missoula, Montana.

1970 Directory of Community Services: Fargo, North Dakota; Moorehead, Minnesota, and Vicinity. United Fund of Fargo-Moorehead Metropolitan Area.

Community Services in Metropolitan Denver. Information & Referral Service, Inc., 1375 Delaware, Denver, Colorado 80204. 1971

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 5 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION